



© Л. В. Мардахаев, А. М. Егорычев, Е. Ю. Варламова, Е. А. Костина

DOI: [10.15293/2226-3365.1804.13](https://doi.org/10.15293/2226-3365.1804.13)

УДК 378.14.015.62

## ФОРМИРОВАНИЕ ЛИНГВОКУЛЬТУРНОЙ ЛИЧНОСТИ БУДУЩЕГО ПЕДАГОГА В ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ ВУЗА

*Л. В. Мардахаев, А. М. Егорычев (Москва, Россия),*

*Е. Ю. Варламова (Чебоксары, Россия), Е. А. Костина (Новосибирск, Россия)*

**Проблема и цель.** Статья посвящена проблеме развития свойств и качеств, характеризующих лингвокультурную личность будущего педагога. Исследование направлено на определение личностных качеств, характеризующих способности осуществлять иноязычную коммуникацию и образовательную деятельность с учётом культурных особенностей среды и собеседников (обучающихся).

**Методология.** Методология исследования основана на теоретическом анализе результатов научных работ, посвящённых изучению образовательной среды, её влиянию на личностное развитие будущего педагога. Для выделения главных особенностей разработанной образовательной технологии использованы методы сравнительно-сопоставительного анализа литературных источников и нормативных документов, наблюдения образовательного процесса по иноязычной профессиональной подготовке будущих педагогов.

**Результаты.** Востребованность лингвокультурной личности в поликультурном социуме обуславливает её рассмотрение в качестве объекта и субъекта образовательного процесса вуза. При этом важным является положение о сохранении лингвокультурной личностью своей этнической и национальной идентичности. Выявлена сущность лингвокультурной личности будущего педагога; охарактеризовано её содержание с позиций объекта и субъекта образовательного процесса; определены проявления сформированных качеств и способностей лингвокультурной личности будущего педагога в иноязычной межкультурной коммуникации и профессиональной деятельности.

---

**Мардахаев Лев Владимирович** – доктор педагогических наук, профессор кафедры социальной педагогики и организации работы с молодёжью, Российский государственный социальный университет.

E-mail: [mantissa-m@mail.ru](mailto:mantissa-m@mail.ru)

**Егорычев Александр Михайлович** – доктор философских наук, профессор кафедры социальной педагогики и организации работы с молодёжью, Российский государственный социальный университет.

E-mail: [chelovekcap@mail.ru](mailto:chelovekcap@mail.ru)

**Варламова Елена Юрьевна** – кандидат педагогических наук, доцент кафедры английского языка, Чувашский государственный педагогический университет.

E-mail: [ev302@mail.ru](mailto:ev302@mail.ru)

**Костина Екатерина Алексеевна** – кандидат педагогических наук, доцент, профессор кафедры английского языка, декан факультета иностранных языков, Новосибирский государственный педагогический университет.

E-mail: [ea\\_kostina@mail.ru](mailto:ea_kostina@mail.ru)



*Проведённая работа стала основой для разработки образовательной технологии, нацеленной на развитие качеств лингвокультурной личности будущего педагога. В исследовании определены основные черты разработанной образовательной технологии, внедряемой в образовательный процесс вуза с целью оказания воздействия на формирование лингвокультурной личности будущего педагога.*

**Заключение.** Авторы приходят к заключению о том, что в иноязычной профессиональной подготовке студентов необходимо ориентироваться на требования к личности будущего педагога, сформированности качеств, характеризующих его как лингвокультурную личность. Направленность процесса на решение задач развития именно таких качеств позволит усилить образовательное воздействие на формирование готовности будущего педагога к осуществлению иноязычной межкультурной и профессиональной коммуникации с учётом культурного фактора, с сохранением социокультурной позиции представителя своего народа.

**Ключевые слова:** лингвокультурная личность педагога; полиязыковая личность; образовательный процесс; образовательная среда; иноязычная профессиональная подготовка; образовательная технология; социокультурная позиция личности; межкультурная коммуникация; этническая (национальная) идентификация.

## СПИСОК ЛИТЕРАТУРЫ

1. **Barker G. G.** Cross-Cultural Perspectives on Intercultural Communication Competence // Journal of Intercultural Communication Research. – 2016. – Vol. 45 (1). – P. 13–30. DOI: <https://doi.org/10.1080/17475759.2015.1104376>
2. **Bartlett L.** Bilingual literacies, social identification, and educational trajectories // Linguistics and Education. – 2007. – Vol. 18, Issue 3-4. – P. 215–231. DOI: <https://doi.org/10.1016/j.linged.2007.07.005>
3. **Behrnd V., Porzelt S.** Intercultural competence and training outcomes of students with experiences abroad // International Journal of Intercultural Relations. – 2012. – Vol. 36 (2). – P. 213–223. DOI: <https://doi.org/10.1016/j.ijintrel.2011.04.005>
4. **Bogomaz S., Kozlova N., Atamanova I.** University Students' Personal and Professional Development: The Socio-Cultural Environment Effect // Procedia – Social and Behavioral Sciences. – 2015. – Vol. 214. – P. 552–558. DOI: <https://doi.org/10.1016/j.sbspro.2015.11.759>
5. **Dippelhofer-Stiem B.** How to measure university environment? Methodological implications and some empirical findings // Higher Education. – 1986. – Vol. 15 (5). – P. 475–495. DOI: <https://doi.org/10.1007/BF00131822>
6. **Egorychev A. M., Mardahaev L. V., Rybakova A. L., Fomina S. N., Sizikova V. V.** Society and education in the early of XXI<sup>th</sup> century: integration of tradition and innovation // Journal of advanced research in law and economics. – 2014. – Vol. 5 (2). – P. 82–91. URL: <https://elibrary.ru/item.asp?id=24047809>
7. **Haritatos J., Benet-Martínez V.** Bicultural identities: The interface of cultural, personality, and socio-cognitive processes // Journal of Research in Personality. – 2002. – Vol. 36, Issue 6. – P. 598–606. DOI: [https://doi.org/10.1016/S0092-6566\(02\)00510-X](https://doi.org/10.1016/S0092-6566(02)00510-X)
8. **Hutchinson L.** Educational Environment // BMJ. – 2003. – Vol. 326. – P. 810. DOI: <https://doi.org/10.1136/bmj.326.7393.810>
9. **Jaleniauskiene E., Juceviciene P.** Reconsidering University Educational Environment for the Learners of Generation Z // Social Sciences. – 2015. – Vol. 88, № 2. – P. 38–53. DOI: <https://doi.org/10.5755/j01.ss.88.2.12737>



10. **Kaiser T., Schneickert C.** Cultural participation, personality and educational inequalities // Sociological Research Online. – 2016. – Vol. 21, Issue 3. – P. 1–16. DOI: <https://doi.org/10.5153/sro.4063>
11. **Kayumova L. R., Zakirova V. G.** Educational environment risks: Problems of identification and classification // International Journal of Environmental and Science Education. – 2016. – Vol. 11, Issue 6. – P. 1013–1019. DOI: <https://doi.org/10.12973/ijese.2016.370a>
12. **Magala S.** Cross-Cultural Competence. – London: Routledge, 2005. – 252 p. DOI: <https://doi.org/10.4324/9780203695494>
13. **Mikhaylov N. S.** International Business Students' Cross-Cultural Competence Development: The Influence of the Educational Environment // SAGE Open. – 2014. – Vol. 4, Issue 4. – P. 1–15. DOI: <https://doi.org/10.1177/2158244014564352>
14. **Richards K., Simpson A.** What is Multi Cultural Education? // Early Years. – 1984. – Vol. 4, Issue 2. – P. 46–51. DOI: <https://doi.org/10.1080/0957514840040208>
15. **Smith W. C., Fraser P., Chykina V., Ikoma S., Levitan J., Liu J., Mahfouz J.** Global citizenship and the importance of education in a globally integrated world // Globalisation, Societies and Education. – 2017. – Vol. 15 (5). – P. 648–665. DOI: <https://doi.org/10.1080/14767724.2016.1222896>
16. **Watson K.** Educational Policies in Multi-Cultural Societies // Comparative Education. – 1979. – Vol. 15, Issue 1. – P. 17–31. DOI: <https://doi.org/10.1080/0305006790150104>
17. **Wilson J., Ward C., Fischer R.** Beyond Culture Learning Theory: What Can Personality Tell Us About Cultural Competence? // Journal of Cross-Cultural Psychology. – 2013. – Vol. 44, Issue 6. – P. 900–927. DOI: <https://doi.org/10.1177/0022022113492889>
18. **Wolff F., Borzikowsky C.** Intercultural Competence by International Experiences? An Investigation of the Impact of Educational Stays Abroad on Intercultural Competence and Its Facets // Journal of Cross-Cultural Psychology. – 2018. – Vol. 49 (3). – P. 488–514. DOI: <https://doi.org/10.1177/0022022118754721>
19. **Yueqin H. A. N.** Research on Fostering Intercultural Communication Competence of Foreign Language Learners // Cross-Cultural Communication. – 2013. – Vol. 9, № 1. – P. 5–12. DOI: <https://doi.org/10.3968/j.ccc.1923670020130901.2890>
20. **Yunlong H.** Constructing Intercultural Communicative Competence Framework for English Learners. Background and development of intercultural communicative competence // Cross-Cultural Communication. – 2014. – Vol. 10, № 1. – P. 97–101. URL: <http://cscanada.net/index.php/ccc/article/viewFile/j.ccc.1923670020141001.3970/5623>
21. **Башиева С. К., Дохова З. Р., Шогенова М. Ч.** Специфика формирования языковой личности россиянина в поликультурном контексте // Научная мысль Кавказа. – 2013. – № 4 (76). – С. 90. URL: <https://elibrary.ru/item.asp?id=21143050>
22. **Сидорова Н. А.** Монолингвальная среда – поликультурная проблема // Вестник МНЭПУ. – 2015. – Т. 7. – С. 357–361. URL: <https://elibrary.ru/item.asp?id=27389281>
23. **Шапошникова Т. Д., Якушкина М. С.** Поликультурное образование как фактор развития гражданского общества // Начальная школа плюс До и После. – 2011. – № 6. – С. 3–6. URL: <https://elibrary.ru/item.asp?id=16338160>



DOI: [10.15293/2226-3365.1804.13](https://doi.org/10.15293/2226-3365.1804.13)

Lev Vladimirovich Mardakhaev,

Doctor of Pedagogical Sciences, Professor,  
Department of Social Pedagogy and Organizing of Youth Activity,  
Russian State Social University, Moscow, Russian Federation.

ORCID ID: <https://orcid.org/0000-0002-9654-9246>

E-mail: [mantissa-m@mail.ru](mailto:mantissa-m@mail.ru)

Aleksandr Mikhailovich Egorychev,

Doctor of Philosophical Sciences, Professor,  
Department of Social Pedagogy and Organizing of Youth Activity,  
Russian State Social University, Moscow, Russian Federation.

ORCID ID: <https://orcid.org/0000-0002-7497-4508>

E-mail: [mantissa-m@mail.ru](mailto:mantissa-m@mail.ru)

Elena Yuryevna Varlamova,

Candidate of Pedagogical Sciences, Assistant professor,  
English Language Department, Faculty of Foreign Languages,  
Chuvash State Pedagogical University, Cheboksary, Russian Federation.

ORCID ID: <https://orcid.org/0000-0001-9927-8827>

E-mail: [ev302@mail.ru](mailto:ev302@mail.ru)

Ekaterina Alekseevna Kostina,

Candidate of Pedagogical Sciences, Associate Professor, Dean,  
Faculty of Foreign Languages,  
Novosibirsk State Pedagogical University, Novosibirsk, Russian Federation.

ORCID ID: <http://orcid.org/0000-0002-1428-7095>

E-mail: [ea\\_kostina@mail.ru](mailto:ea_kostina@mail.ru)

## Development of linguo-cultural personality of future teachers within the educational environment of higher educational institutions

### Abstract

**Introduction.** *The article is devoted to the problem of development of personal features and qualities, which characterize a future teacher's linguo-cultural personality. The research is aimed at revealing personal qualities and abilities to communicate and implement the professional activity, taking into account cultural specificities of the environment and the interlocutors (students).*

**Materials and Methods.** *The research has employed methods of analysis of scientific works on the educational environment, its influence on personal development. The contrastive and comparative analysis of scientific resources and normative documents, observation of the educational process were used as the methods which contributed to working out the educational technology and identifying its key features.*

**Results.** *Need for the linguo-cultural personality in the polycultural society determines considering it as the object and the subject of the educational process in higher educational institution. At the same time keeping personal ethnic and national identity of the person's own people is considered significant. The research has revealed the essence of a future teacher's linguo-cultural personality; the content of such personality has been described on the basis of considering it as the object and the subject of the educational process; the article identifies those qualities and abilities of linguo-cultural personality which are shown in intercultural foreign-language communication and professional activity.*



*The research has formed the basis for working out the educational technology, aimed at developing a future teacher's linguo-cultural personality. The educational technology, designed for linguo-cultural personality, has been performed with its key features.*

**Conclusions.** *The authors come to the conclusion that requirements to the future teacher's linguo-cultural personality should be considered in teachers' training. If aiming the educational process at development of these very qualities and abilities of a trainee, it will strengthen the educational impact on personal preparedness to implement foreign-language intercultural and professional communication, on the basis of relevant cultural specificities and keeping the socio-cultural position of a representative of the person's own people (nation).*

### **Keywords**

*Linguo-cultural personality of teacher; Polylingual personality; Educational process; Educational environment; Foreign-language professional training; Educational technology; Socio-cultural personal position; Intercultural communication; Ethnic (national) identity.*

### **Introduction**

Globalisation of educational area, expansion of possibilities for the international cooperation of high schools contribute to raise of the status of a foreign language as means of intercultural foreign-language communication. The society requires a polylingual person, who has mastered foreign languages at the level, which allows to achieve the set purposes and goals in the conditions of the polycultural environment. Such the personality is developed in the educational process of teaching foreign languages in educational institutions. The mentioned circumstances cause the necessity of professional training of teaching staff, capable to solve educational problems by means of upbringing and educational influence on development of those pupil's features that characterize his or her polylingual personality. To achieve the educational goals it is necessary to make a teacher act as a linguo-cultural person in the professional activity. Such the person has mastered both a foreign language and the content of foreign culture, but keeps and shows unique and original features, typical for representatives of his or her own people (ethnos, nation). Professional development of future teachers' linguo-cultural personality is fulfilled at pedagogical high schools, while teaching students foreign languages and the content of foreign-language cultures.

The purpose of the present research, the results of which are described in this article, involves reasoning of necessity to develop students' linguo-cultural personality in high school; revealing those personal linguo-cultural qualities and features that characterize a student as the subject of the educational process and the object of the educational influence in the environment of high school.

The educational environment as social and cultural space is described in the accumulated world scientific experience. The researchers (S. Bogomaz [4]; L. Hutchinson [8]; E. Jaleniauskiene [9]; T. Kaizer [10]; L. Kayumova [11]; N. Mikhailov [13], others) have pointed out the educative, model-based and controlled nature of this environment, as well as its productivity, determined by the role of teachers in motivating the students and realising the content of the professional education.

There is a number of scientific works, in which the researchers emphasize the educational and developing potential of the educational environment in high school. L. Bartlett [2], B. Dippelhofer-Stiem [5], W. C. Smith [15], J. Wilson [17] have revealed efficiency of influence of the educational environment on the global citizenship identification of a person and his or her socialisation.



Issues of teaching students the aspects of their own national (regional) culture, as well as developing social and personal features of students in the monocultural educational environment, have been considered in scientific works, in dissertations. The Russian researchers have revealed that in the monocultural educational environment the person accumulates the cultural and linguistic experience, which forms the basis for mastering the content of ethnic cultures and foreign languages. The results of scientific works (by S. R. Bashieva and oth. [21], N. A. Sidorova [22], T. D. Shaposhnikova and M. S. Yakushkina [23]) have proved that the personal qualities, developed in the monocultural educational environment and shown in the polycultural environment, characterize a person as a representative of his or her own ethnos (people or nation) and a citizen of the state.

Analysis of the mentioned scientific researches has made it possible to conclude that teaching students foreign languages is based on using the personal experience in mastering the content of their own people's (national) culture and the native language in the monocultural educational environment. In such the environment the person learns the ethnic culture in interrelation of its components, as well as he or she realizes the uniqueness of the ethnic culture and the importance of it in development of the universal culture of the mankind.

Development of linguo-cultural personality is carried out in the process of foreign-language professional training of future teachers in a high

school, in the conditions of the polycultural educational environment. The concept of the polycultural environment and problems of organizing the polycultural educational area are studied in scientific works by A. M. Egorychev, L. V. Mardahaev, others [6]. The researchers point out that in the polycultural environment students both master foreign languages, cultures of nations in their variety, and become involved in the national and universal values; They learn world-wide cultures, get social and cultural experience, acquire the content of the professional culture. It contributes to developing person's abilities to implement the professional activity successfully and to find personal fulfilment in the global polycultural space.

It should be noted that foreign scholars in their researches use the terms "cross-cultural environment" or "multicultural environment" to describe the polycultural environment, in which the personality is developing. Such the approach contributes to researching the corresponding cross-cultural and intercultural competences, which are based on a dialogue between cultures acquired by a person (according to G. G. Barker [1], V. Behrnd [3], C. Chiu<sup>1</sup>, Haritatos [7], S. Magala [12], K. Richards [14], C. Runde<sup>2</sup>, F. Vijver<sup>3</sup>, K. Watson [16], F. Wolff [18], H. Yueqin [19], H. Yunlong [20], others).

The careful analysis of the scientific works on the studied range of problems has led to the following conclusion: creating the polycultural educational environment in high school assumes making conditions, which encourage students'

<sup>1</sup> Chiu C.-y., Chia S. I., Wan W. W. N. Measures of Cross-Cultural Values, Personality and Beliefs. G. J. Boyle, D. H. Saklofske, G. Matthews (eds) *Measures of Personality and Social Psychological Constructs*. Elsevier Publ., 2015, pp. 621–651. DOI: <https://doi.org/10.1016/B978-0-12-386915-9.00022-X>

<sup>2</sup> Runde C., Armon B. K. Conflict Competence in a Multicultural World. Wildman J., Griffith R., Armon B. (eds) *Critical Issues in Cross Cultural Management*. Cham,

Springer Publ., 2016. DOI: [https://doi.org/10.1007/978-3-319-42166-7\\_5](https://doi.org/10.1007/978-3-319-42166-7_5)

<sup>3</sup> Van de Vijver F. J. R., van Hemert D. A. Cross-cultural personality assessment. Boyle G. J., Matthews G., Saklofske D. H. *The SAGE Handbook of Personality Theory and Assessment: Volume 2 – Personality Measurement and Testing Edited*. London, SAGE Publ., 2008, pp. 55–72. DOI: <https://doi.org/10.4135/9781849200479.n3>



activity aimed at learning cultures (the national culture, in its unity of ethnic cultures; the foreign-language culture, in its dialogue with the person's own national culture) and foreign languages. This activity is based on the accumulated cultural experience in mastering the content of cultures, first of all – the content of the culture of the person's own people. Being involved in this process, students realize the essence of the national and foreign-language cultures as the unique components of the global culture. In a whole, all these form the basis for creating the system of students' positive attitudes to foreign-language cultures and bearers of them.

The educational potential of the environment of high school causes the need to influence development of linguo-cultural personality. This approach makes it possible to consider the future teacher as the object of the educational process. At the same time, the person is involved in learning a foreign language, the content of the foreign-language culture in the educational environment of high school and gets qualities, which determine his or her social interactions, strategies of behaviour in intercultural foreign-language communication. All these are related to a person, who has learnt, mastered the language and the culture.

Revealing the features and qualities, which characterize a future teacher's linguo-cultural personality both in general and in a way when it acts as the object, the subject of the educational process, can optimise planning and organising education in high school, realising the educational content in accordance with the goals and tasks, directions of the students' future professional work.

### Materials and Methods

The content of the scientific work is based: on scientific positions and approaches (systemic, complex, integrated, axiological, ethno-cultural), approved in the system of professional education;

on the consistent use of methods of analysis, generalization of the normative documentation (the federal state educational standards), the scientific and pedagogical resources (works) on problems of organization and implementation of the educational process in high school, foreign-language professional training of future teachers, creation of the educational environment and its influence on development of students' personal qualities, abilities.

### Results

The complex and integrated approaches to linguo-cultural personality determine consideration of it as a feature of an individual, who has learnt a foreign language as an integral part of foreign-language culture, on the basis of experience in mastering the native language. Linguo-cultural personality of a future teacher is notable for his or her orientation to mastering a foreign language and culture as effective means of implementation of future professional activity in the educational system. The stated facts make it possible to assert, that the components of such kind of the professional preparedness of the future teacher's personality are formed in the educational environment, in the conditions of which a student acts as the object and the subject of the educational process.

As the object of the educational impact, the developed personality of a student is under the influence of series of measures, undertaken and realized by the participants of the educational environment, for the purpose of solving problems of professional training of students.

As the subject of the educational process a person shows developing individual qualities, which characterize him or her as a representative of the ethnos, a citizen of the state, a member of the polycultural society.



Let's consider the mentioned aspects and characterize the objective and subjective essence of linguo-cultural personality of a future teacher.

The mentioned approach to linguo-cultural personality of a student is the basis to define the content of it and find out the linguo-cultural component, which is shown in student's personal qualities and features, in his or her accumulated linguo-cultural experience. This experience includes mastering both languages (native and foreign ones) and the content of culture – of person's own people and foreign ethnos. The linguo-cultural components, which determine the essence of linguo-cultural personality of a student as the object of the educational process, are under the influence of the purposeful activity, organized in the educational process in high school by participants of this process – the faculty. The complex of educational measures, undertaken in the foreign-language professional training of students, is aimed at their mastering a foreign language and the content of the foreign-language culture. It is based on foreign-language competences, developed in the unity of their components: knowledge, skills, experience in fulfilling the educational activity. Taking into account the given statement and the requirements of the federal state educational standards to a graduate's preparedness, we need to identify the components of the professional preparedness of a future teacher, who acts as the object of the educational process in high school. These components are considered as foreign-language competences, which include: linguistic, communicative, socio-cultural, linguo-didactic, linguo-cognitive ones. The educational influence on allocated components of the professional preparedness (that is, foreign-language competences) is exerted on the basis of developing linguo-cultural personality of a future teacher.

*Linguistic competence* of a future teacher's linguo-cultural personality includes:

– the system of linguistic knowledge (on basic phonetic, lexical and grammar norms of the learnt foreign language, the phenomena and conformities of its functioning); understanding of the unique specificity of the languages (native and foreign ones), which a person has mastered;

– basic skills of applying the linguistic knowledge in cognitive work on developing professional skills (for the purpose of professional self-development) and in the educational activity, when using foreign language means and accounting the socio-cultural norms, accepted in groups of ethnos, nations and the society as a whole.

*Communicative polylingual competence* of a future teacher has the differentiated character which depends on the function – whether it is a teacher of a foreign language or any other school subjects. For the teacher of any school subject the communicative polylingual competence is required for interactions with colleagues and dealing with them on the professional subject; the developed components of the competence contribute to development and self-education of a person. This fact emphasizes socio-cultural character of the competence and interrelations of it with socio-cultural communication. As for a foreign language teacher, the communicative competence has some links with linguo-didactic competence, as it is required for personal fulfillment in the educational activity according to the professional functions. The considered communicative competence includes:

– knowledge of linguistic and cultural norms required in communication; knowledge of the basic features of official, neutral and informal styles of communication in various social groups;

– abilities to select the language means according to the communicative situation; skills to use etiquette formulas in oral and written communication with native speakers and bearers of foreign cultures; skills to fulfill communication by means of a foreign-language, while keeping





the social position of a representative of the person's own people (nation);

- abilities to use the basic communicative grammar structures and lexical units, which are the most common in oral and written speech of native speakers and bearers of foreign cultures;

- abilities and values which characterize personal mastering the foundation of the communicative professional (educational) culture;

- abilities to use the complex of humanitarian, social and economic knowledge on the person's own people and his or her home county, as well as on a foreign country and its people, when fulfilling foreign-language communication and solving professional problems.

*Socio-cultural competence* assumes that a person has got:

- knowledge of cultural peculiarities of the person's home country and countries, the language of which a person learns; skills of intercultural foreign-language communication based on ethnic / national identity and tolerant attitudes to foreign-language cultures, bearers of them;

- knowledge of cultural and historical realities and facts, etiquette norms of the person's own country and the country, the language of which the person learns;

- person's system knowledge of himself or herself considered as an active citizen of the home country;

- skills to realize cultural and educational programs and projects, based on a dialogue between the native and foreign cultures; skills to communicate with bearers of foreign cultures and native speakers, interact with them in the cultural and educational activity;

- abilities to consider features of regional and foreign cultures, while doing cultural and educational activity.

*Linguo-didactic competence* of a foreign language teacher includes:

- knowledge and abilities to realize the educational content of curriculums in different educational institutions by means of a foreign language, taking into account cultural specificities of the trainees (pupils);

- skills to organize and realize the educational activity, to apply means of a foreign language, taking into account the language and cultural characteristics of the educational environment;

- skills to use cognitive strategies and technologies of teaching a foreign language, on the basis of the pupils' experience in mastering the native language; abilities to use modern methods and technologies of teaching a foreign language, by means of the native and foreign languages;

- knowledge and skills to use the professional foreign-language (didactic) speech, which corresponds to the norms of the foreign culture and the foreign language;

- abilities to analyze the quality of the person's own educational activity and the linguistic means, used by him or her, from the point of view of their accordance to the linguistic norms and cultural requirements to a teacher.

*Linguo-cognitive competence* of linguo-cultural personality forms the basis of linguistic self-education both of a student and an experienced person. It includes the following components:

- skills to use a foreign language in the educational and research activity;

- abilities to study the scientific experience by means of a foreign language and apply it in the professional activity;

- experience to deal with information technologies and resources, when mastering the future profession by means of a foreign language.



The typical feature of future teacher's foreign-language competences is the personal component of a student. It is based on personal features and qualities, which characterize specifics of social behaviour of a person in intercultural foreign-language communication. The peculiarity of developing linguo-cultural personality of a student is shown in his or her socio-cultural positions. Keeping to these positions, a future teacher acts as a representative of the ethnos or the nation and the international polycultural society.

1. *The ethnos or the nation* (a citizen of the state). Being involved in foreign-language professional training, a student comes to awareness that in professional communication a teacher should take into consideration the cultural norms and the values, which prove the originality of a certain culture and the bearers of it, of the language and native speakers. It forms the spiritual and moral basis for teacher's intercultural and professional communication with bearers of foreign cultures and native speakers.

2. *The international polycultural society*. The future teachers are accustomed to the universal cultural educational values. They acquire the generalized image of the teacher and his or her professional work; they use a foreign language to study the foreign educational experience and the world cultural and educational heritage. In the foreign-language professional training a student masters the mentioned educational content and the system of conscious targets, that determine the individual specificity of his or her educational activity, fulfilled with use of a foreign-language in the polycultural environment. Besides it contributes to achieving goals of stimulating students to use the language in the professional self-development (in other words, while studying the future trade by means of a foreign language).

The subjective character of the considered socio-cultural positions of a future teacher's linguo-cultural personality is shown:

- in the individual choice of methods and forms of teacher's interactions with trainees while transferring the linguo-cultural content;
- in acceptance of social and cultural valuable key points for implementation of the foreign-language communication that is shown in the language means (e.g. certain phrases, speech patterns, words) applied by the person, as well as in those themes of the foreign-language communication that the person supports and prefers, also in personal development while fulfilling communication with representatives of different ethnic cultures;
- in personal showing the features of ethnic identity, which characterizes the person's own people and him or her as a representative of this nation, personal national characteristics, qualities of a citizen, while implementing intercultural communication or educational activity and taking into account cultural specificity of the environment and the interlocutors.

The interrelation of the objective and subjective content of linguo-cultural personality is revealed in considering the developed foreign-language competences in the unity of knowledge, skills and personal features of the future teacher as the basis for development of the student's individual professional abilities, his or her social behaviour in communication with bearers of foreign languages and cultures, the professional style and activity in educational institutions.

The foregoing has formed the basis for working out the educational technology, aimed at developing a future teacher's linguo-cultural personality in high school, in the professional foreign-language training of students. The key features of this technology are following:

- unity of learning foreign languages and cultures by students; using students' experience in



mastering the native language and the culture; aiming at development of personal qualities, which form students' ethnic / national identity and socio-cultural positions as representatives of their own people;

– unity of studying methods of teaching foreign languages and the content of cultures, cultural requirements to a teacher and his or her professional activity;

– orientation to mastering the professional (didactic) speech of a teacher by students, in accordance with linguistic norms, accepted in the foreign-language culture and its bearers;

– organizing in-class and out-of-class activities of students; using IT-maintenance (on the educational platform “Moodle”) to encourage students' experience in intercultural communication, their motivation and studying activity.

### Conclusions

The present research brings the certain contribution to studying of issues devoted to development of personal qualities and abilities of a student in a pedagogical high school. Consideration of linguo-cultural personality of a student as the object and the subject of the educational process in high school has allowed to come to the following conclusions:

– the professional preparedness of linguo-cultural personality of a future teacher includes certain components, which characterize him or her as the object of the educational process in high school; being involved in learning foreign languages and foreign-language cultures on the basis of personal experience in mastering the native language and the culture, such the

personality is constantly developing under the educational influence;

– for the purposes of the professional training and developing linguo-cultural personalities of a student, a future teacher should act as the subject of the educational process, which is based on complex learning languages and cultures; organized in this way, the educational process should include in-class and out-of-class activities, when students can get practices of intercultural communication and interactions with bearers of different cultures, native speakers;

– as the subject of the educational process, the future teacher shows his or her linguo-cultural personality and acts as the representative of the ethnos / nation (a citizen of the state) or the polycultural society; these socio-cultural positions of linguo-cultural personality of a student characterize his or her unique features, shown in intercultural and professional communication, educational activity, when the person takes into consideration cultural specificity of the environment and interlocutors / pupils.

Organization and implementation of the educational process to achieve purposes of development of ethno-cultural personality, contribute to effective changes in controlling the given process. The foreign-language professional training of students in high school is becoming focused on preparation of teachers, who are able to implement the educational activity in the polycultural educational area, according to the requirements of the society at the certain stage of its functioning.

### REFERENCES

1. Barker G. G. Cross-Cultural Perspectives on Intercultural Communication Competence. *Journal of Intercultural Communication Research*, 2016, vol. 45 (1), pp. 13–30. DOI: <https://doi.org/10.1080/17475759.2015.1104376>



2. Bartlett L. Bilingual literacies, social identification, and educational trajectories. *Linguistics and Education*, 2007, vol. 18, issue 3-4, pp. 215–231. DOI: <https://doi.org/10.1016/j.linged.2007.07.005>
3. Behrnd V., Porzelt S. Intercultural competence and training outcomes of students with experiences abroad. *International Journal of Intercultural Relations*, 2012, vol. 36 (2), pp. 213–223. DOI: <https://doi.org/10.1016/j.ijintrel.2011.04.005>
4. Bogomaz S., Kozlova N., Atamanova I. University Students' Personal and Professional Development: The Socio-Cultural Environment Effect. *Procedia – Social and Behavioral Sciences*, 2015, vol. 214, pp. 552–558. DOI: <https://doi.org/10.1016/j.sbspro.2015.11.759>
5. Dippelhofer-Stiem B. How to measure university environment? Methodological implications and some empirical findings. *Higher Education*, 1986, vol. 15 (5), pp. 475–495. DOI: <https://doi.org/10.1007/BF00131822>
6. Egorychev A. M., Mardahaev L. V., Rybakova A. L., Fomina S. N., Sizikova V. V. Society and education in the early of XXI<sup>th</sup> century: integration of tradition and innovation. *Journal of Advanced Research in Law and Economics*, 2014, vol. 5 (2), pp. 82–91. URL: <https://elibrary.ru/item.asp?id=24047809>
7. Haritatos J., Benet-Martínez V. Bicultural identities: The interface of cultural, personality, and socio-cognitive processes. *Journal of Research in Personality*, 2002, vol. 36, issue 6, pp. 598–606. DOI: [https://doi.org/10.1016/S0092-6566\(02\)00510-X](https://doi.org/10.1016/S0092-6566(02)00510-X)
8. Hutchinson L. Educational Environment. *BMJ*, 2003, vol. 326, pp. 810. DOI: <https://doi.org/10.1136/bmj.326.7393.810>
9. Jaleniauskiene E., Juceviciene P. Reconsidering University Educational Environment for the Learners of Generation Z. *Social Sciences*, 2015, vol. 88, no. 2, pp. 38–53. DOI: <https://doi.org/10.5755/j01.ss.88.2.12737>
10. Kaiser T., Schneickert C. Cultural participation, personality and educational inequalities. *Sociological Research Online*, 2016, vol. 21, issue 3, pp. 1–16. DOI: <https://doi.org/10.5153/sro.4063>
11. Kayumova L. R., Zakirova V. G. Educational environment risks: Problems of identification and classification. *International Journal of Environmental and Science Education*, 2016, vol. 11, issue 6, pp. 1013–1019. DOI: <https://doi.org/10.12973/ijese.2016.370a>
12. Magala S. *Cross-Cultural Competence*. London, Routledge Publ., 2005, 252 p. DOI: <https://doi.org/10.4324/9780203695494>
13. Mikhaylov N. S. International Business Students' Cross-Cultural Competence Development: The Influence of the Educational Environment. *SAGE Open*, 2014, vol. 4, issue 4, pp. 1–15. DOI: <https://doi.org/10.1177/2158244014564352>
14. Richards K., Simpson A. What is Multi Cultural Education? *Early Years*, 1984, vol. 4, issue 2, pp. 46–51. DOI: <https://doi.org/10.1080/0957514840040208>
15. Smith W. C., Fraser P., Chykina V., Ikoma S., Levitan J., Liu J., Mahfouz J. Global citizenship and the importance of education in a globally integrated world. *Globalisation, Societies and Education*, 2017, vol. 15 (5), pp. 648–665. DOI: <https://doi.org/10.1080/14767724.2016.1222896>
16. Watson K. Educational Policies in Multi-Cultural Societies. *Comparative Education*, 1979, vol. 15, issue 1, pp. 17–31. <https://doi.org/10.1080/0305006790150104>
17. Wilson J., Ward C., Fischer R. Beyond Culture Learning Theory: What Can Personality Tell Us About Cultural Competence? *Journal of Cross-Cultural Psychology*, 2013, vol. 44, issue 6, pp. 900–927. DOI: <https://doi.org/10.1177/0022022113492889>



18. Wolff F., Borzikowsky C. Intercultural Competence by International Experiences? An Investigation of the Impact of Educational Stays Abroad on Intercultural Competence and Its Facets. *Journal of Cross-Cultural Psychology*, 2018, vol. 49 (3), pp. 488–514. DOI: <https://doi.org/10.1177/0022022118754721>
19. Yueqin H. A. N. Research on Fostering Intercultural Communication Competence of Foreign Language Learners. *Cross-Cultural Communication*, 2013, vol. 9, no. 1, pp. 5–12. DOI: <https://doi.org/10.3968/j.ccc.1923670020130901.2890>
20. Yunlong H. Constructing Intercultural Communicative Competence Framework for English Learners. Background and development of intercultural communicative competence. *Cross-Cultural Communication*, 2014, vol. 10, no. 1, pp. 97–101. URL: <http://cscanada.net/index.php/ccc/article/viewFile/j.ccc.1923670020141001.3970/5623>
21. Bashieva S. K., Dohova Z. R., Shogenova M. Ch. Formation of Specific Language of Personality Russian in the Context of Culture. *Scientific Thought of Caucasus*, 2013, no. 4, pp. 90. (In Russian) URL: <https://elibrary.ru/item.asp?id=21143050>
22. Sidorova N. A. Monolingual Environment – Multicultural Problem. *Bulletin of International Independent Ecological and Political University*, 2015, vol. 7, pp. 357–361. (In Russian) URL: <https://elibrary.ru/item.asp?id=27389281>
23. Shaposhnikova T. D., Yakushina M. S. Polycultural education as a civil society development factor. *Primary School plus Before and After*, 2011, no. 6, pp. 3–6. (In Russian) URL: <https://elibrary.ru/item.asp?id=16338160>

Submitted: 01 June 2018

Accepted: 02 July 2018

Published: 31 August 2018



This is an open access article distributed under the [Creative Commons Attribution License](https://creativecommons.org/licenses/by/4.0/) which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. (CC BY 4.0).