

DEVELOPMENT OF THE STUDENTS' CROSS-LANGUAGE COMMUNICATION COMPETENCE IN THE FEDERAL UNIVERSITY EDUCATIONAL SPACE BASED ON THE REGIONAL CULTURAL APPROACH

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ABSTRACT

The relevance of the studied issue related to development of the university students' cross-language communication competence stems from the fact that a future competitive specialist is much-in-demand in the modern conditions as carrier of culture of interethnic and interlinguistic dialogue, mutual understanding and respect both to his/her national culture and to any other culture of the peoples of Russia and the world in general. For a country like Russia, which is characterized by expressed attributes of the multiethnicity, multiculturalism and multiconfessionalism - it is more than an urgent task. The article aims to identify a number of necessary conditions and factors that could promote enhancing status of the students' linguistic education in the university conditions and have a stimulating effect on the students' motivation of personal interest in achieving high levels of linguistic culture and mastering the cross-language communication skills. The leading approach to study of this issue is a regional cultural approach, which essence is that in forming the students' motivation to achieve a high level of mastering the common linguistic culture and cross-language communication competences based on knowledge of the state languages of the Republic of Tajikistan and languages of international communication, the developing capacity of regional and cultural environment, which relies on the principles of open education, is purposefully used. The main results of the article: theoretical analysis of the achievements of domestic and foreign social and humanitarian science in determining the effective models of higher school linguistic education; conducting a content analysis of regional language policy laws (as exemplified by the Republic Tatarstan); theoretical substantiation of regional and technological approach to development of the university students' linguistic culture; scientific and methodical development of the project on the students' linguistic culture in extracurricular activities. The article materials may be helpful for academic researcher dealing with the linguistic didactics; foreign language teachers at schools, facilitators of higher school extracurricular activities.

Keywords: *cross-language communication competences, regional draft laws on linguistic policy, contemporary models and technologies of multicultural linguistic education, regional cultural approach to development of the student's linguistic culture*

1.INTRODUCTION

Today the strategic goal of reforming the higher education system becomes its focus on preparation of a future competitive specialist and active citizen of the Fatherland at the university. From year to year, the Kazan Federal University mentors introduce a student to the world of professional values that determine his/her motivation to permanent professional self-improvement. The humanitarian component should not get lost in this system of values. In this regard, consider the following words of RI. Valeev, Chairman of RT State Council Committee on Culture, Science, Education and National Issues: "It's hard to imagine that the young specialist's, and somebody's else, spirituality, humanitarianism and cultural competence form without learning the language, culture and cultural heritage of his/her nation and nations of the world. Because, in addition to the society's functional adaptation through a young person's profession, such young person beginning an adult life should also fit into the cultural space and learn its meaning and values" (Valeev, 2011). One of the most important tasks to implement the humanitarian component of professional training at a higher school is the development of the students' university linguistic education system. We consider the higher school students' linguistic education as an essential condition of forming the students' professional competence and general cultural development; at its appropriate organization, it also features special opportunities in providing prospects for career growth and success in today's labor market. Linguistic development of a personality is usually associated with a high level of speech culture and mastered communication skills in different languages: Tatar, Russian (state languages in the Republic of Tatarstan), English (language of international communication) and other languages, which are spread in the world. There is no doubt that high linguistic culture means to think clearly, to be a spiritually diverse and understanding person. The demand for linguistic education at any higher school is caused by the fact that it should be directed to forming, in the young specialist's personality, an ability to become a carrier of culture of interethnic and cross-language dialogue, mutual understanding and respect both to his/her national culture and to any other culture of the nations of Russia and the world in general. For the education system of the Russian Federation, which is characterized by expressed attributes of the multiethnicity, multiculturalism and multiconfessionalism - it is more than an urgent task. As noted by A.N. Dzhurinskiy, "...education and upbringing should take into account certain national (ethnic) differences and include a variety of types, models and pedagogical value orientations adequate to the world view and needs of different ethnic and cultural groups" (Dzhurinskiy, 2007).

Relevance of the issue of student's personality development in familiarizing with a multipolar linguistic culture as a factor of progressive development of education can be also expressed in Professor Z.G. Nigmatov's words: "The life insistently calls us to unity, consolidation of all forces and capabilities. However, it is impossible to unite millions of different people into a single person. The people who inhabit the Earth, our planet, are beautiful because they are many-sided and multi-colored. But the world of people has one name – the Mankind, and it is united in this name. Naturally, to understand other people who live nearby or who lived before is possible and necessary to comprehend the meaning and unity of the world civilization, which remembers the past and creates the future"(Nigmatov, 2003). In its cultural background, the language is a link that connects the past, present and future.

It should be noted regretfully that although the personality's humanitarian education is declared at the present stage, but it is hardly recognized as high priority among other tasks of the students' professionalization. This raises the issue of identifying a number of necessary conditions and factors that could contribute to improvement of the students' linguistic education status in the university environment.

Solution to any emerging issue in education requires innovative approaches. In our study, as the methodological basis for the choice of pedagogical innovations we considered the trinity of their generation sources (A.A. Verbitskiy), namely: advanced pedagogical experience of teacher-practitioners; psychological and pedagogical research; administrative resource and management decisions made by government agencies (Verbitskiy 2013). In the next section, we set ourselves the task of analyzing the

development trends of the general language policy in the Republic of Tatarstan and any possible changes in the university linguistic education system.

2.METHODOLOGICAL BASIS

As rightly pointed out by A.A. Verbitskiy, a new paradigm does not appear "from anywhere", but it is a product of a rather long process from accumulation of the positive empirical experience in the practitioners' creative work to the moment when the psychological and pedagogical science designed for theoretical understanding of this experience comes into its own right (4, p. 44). As noted above, in addition, the state represented by federal and regional education administration agencies is also involved in the processes of educational modernization. Frequently, scientists and pedagogical community who believe that certain decisions made by such agencies are monopolized, undemocratic and insufficiently substantiated give a "hostile" reception to their involvement in the processes of educational modernization. We, nevertheless, intend to start analysis of the issue raised by the article with the analysis of the role of the so-called administrative resource in its regional context (as exemplified by the Republic of Tatarstan). It is a case that involvement of the state and regional administration agencies in determining the fate of the languages of the Tatarstan peoples deserves only a positive assessment.

2.1. Content analysis of regulations in the field of linguistic policy in the Republic of Tatarstan and their role in improving the linguistic education of the studying youth.

The Republic of Tatarstan (RT) as the Volga Region as a whole within the Russian Federation is a region, which is particularly characterized by its multiculturalism and multilingualism of the citizens living in this territory. This caused the passage, in 1992, of the Law of the Republic of Tatarstan No. 1560-XII dated July 8, 1992 "On the State Languages of the Republic of Tatarstan and Other Languages in the Republic of Tatarstan" that remains in force to this day. The main directions of the linguistic policy implemented in accordance with the adopted draft law are described in detail in the sections of the State Program of the Republic of Tatarstan on Conservation, Research and Development of the State Languages of the Republic of Tatarstan and Other Languages in the Republic of Tatarstan. This document calls one of the main directions of development of the education system to improve the linguistic culture of the multinational RT people.

Undoubtedly, the starting point to achieve the set task is a general education school that purposefully familiarizes pupils with the high standards of learning a language and the culture of verbal communication. This responsible educational work successively continues in vocational education institutions. The specificity of improving the educational linguistic strategy of the Tatarstan schools and higher schools is a bilingual practice for teaching the Republic's state languages (Russian and Tatar) by pupils and students. In this area, scientists and methodists have been working for many years: studies have been conducted, theses have been defended, textbooks and methodological aids have been published. And today, creation of the new generation curricula, search for effective methods of teaching Russian and Tatar languages at school is recognized as the main condition for ensuring quality of the pupils' philological education.

A provision, in which a qualitative process of mastering of the Tatarstan state languages is associated with benefits for their carriers to achieve success in their professional career, deserves a special attention in the Program of Linguistic Policy of RT (Law of the Republic of Tatarstan On the State Languages of the RT..., 2005). Therefore, in the regional program to form an orientation to bilingualism (knowledge of Russian and Tatar languages having the status of state languages of RT) is also seen as a necessary condition for training specialists of high degree linguistic adaptation and competitiveness in the professional market. For the studying youth of Tatarstan, this should be an effective incentive to the serious attitude to master language education programs.

In addition, the importance to achieve a purpose of higher overall level of speech culture and cross-language tolerance during an educational process at corresponding institutions are emphasized in the State Program of Linguistic Policy implemented in Tatarstan. This provision underlines that with the Republic's polyethnic population, it is important to ensure the general atmosphere of respect to the linguistic culture of all peoples living in it, as well as the right to freedom of choice and use of the language of communication (Law of the Republic of Tatarstan On the State Languages of the RT..., 2005.)

2.2. Foreign linguistic policy compared with experience of its implementation in Russia through the prism of multiculturalism

In connection with the above analysis of the experience related to the deliberate policy of the education system development towards improving the linguistic culture of the multinational people of RT, we consider it necessary to draw a parallel with the experience in dealing with similar issues abroad.

As confirmed by foreign sources, the issues of multiculturalism and linguistic policy are discussed very actively. Among them, the following publications are of particular interest: Stuart W. A Sociolinguistic Typology for Describing National Multilingualism (Stuart W., 1968); Eggington William. The English Language Metaphors We Plan by; Language Policy. Dominant English, Pluralist Challenges (Eggington W., 1997); Ricento Thomas. Historical and Theoretical Perspectives in Language Policy and Planning (Ricento, 2000) and others.

Nevertheless, the experience of Russia itself in such issues is rather interesting to foreign researchers. And this is quite understandable: Russia's historical experience in combining a plurality of nations and nationalities in its territory is unique and there are a lot of things here to study. We will mention as an example here a fact of profound research carried out by Sh. Khairov, Doctor at the University of Glasgow (Scotland) and devoted to study of the linguistic bilingualism issues in Karelia. Subject of his research: The Functional Distribution of the Languages of Karelia (Russia): A Functional Approach to Language Vitality (Khairov Sh, 1997). The author shares the position of the absolute rights of the peoples that live in the region as a subject of the Russian Federation, to the choice of languages as state ones, and he believes that in these cases it is necessary to start from the historical truth. Freedom of the will expressed by inhabitants of the region should, according to the foreign expert, also extend to the choice of graphical basis for the alphabet of any national language (Latin, Cyrillic or Arabic alphabet). In this case, we do not agree with this position. In accordance with Article 3 of the Federal Law No. 1801-1 dated October 25, 1991 «On the Languages of the Peoples of the Russian Federation», alphabet of the Tatar language as a state one is based on the Cyrillic alphabet. And this compliance was once again confirmed by the Law of the Republic of Tatarstan No. 1-3PT (No. 1-ZRT) dated January 12, 2013 "On the Use of the Tatar Language as State Language of the Republic of Tatarstan". As it is known, regional laws may not contradict the federal. At the same time, it should be noted that the latter law has, in some sense, a compromise article (Article 5, Clause 2), which states that the citizens' applications to the administration agencies issued in the Latin or Arabic script will be responded using the Tatar language based on the Cyrillic alphabet. It also says that it does not preclude an application to the answer in the Tatar language using characters of the Latin or Arabic alphabet. This should somehow appease the part of the Tatarstan population, who actively advocate for transition of the Tatar alphabet to Latin. In fact, the linguistic processes that took place in Karelia are very similar to the experience in the state linguistic self-determination in Tatarstan. It seems that studies of the cultural and linguistic structure of Russia conducted by foreign colleagues will still continue.

2.3. Methodological approaches to studying the issues of development of the university students' cross-language communication culture

Any draft laws and adopted state programs define the common priorities and development vectors for the issues being important for citizens. A then a stage of their creative implementation follows. A field of activity opens here for the scientific community and practitioners capable of innovation. From this perspective, we want to consider the new organization approaches to the linguistic education at universities giving priority to the training, in this area, of the Kazan Federal University students enrolled at pedagogical departments. The following methodological approaches we consider as fundamental to our study: regionalization of the educational policy's strategy in the field of professional education (Mukhametzyanova G.V., 6); multiculturalism-based professionalization of the future teacher's personality (Gabdulkhakov V.F., 14); integration of personal and competent approach in education (Verbitskiy A.A., 14); humanitarization and humanization of education (Nigmatov Z.G., Valeeva R.A., 3). In our study, we also propose to include in the methodological arsenal of an effective solution to the discussed issue the regional cultural approach to development of the student's personality linguistic culture; the principles of such approach will be disclosed in the section "Results."

With a focus on the above, it should be noted that forming a professional and value image of a higher school student of today requires special development of contemporary linguistic education models in higher schools, which involves introducing innovations in all parts of the educational process.

3. RESULTS

Implementing the linguistic education functions in relation to the category of students who are educated now at the pedagogical departments of the Kazan Federal University should occupy a special niche in the system of their professional training. Future teacher who will be primarily a moral and spiritual mentor of the younger generation should become a conductor of cultural values, including the values of the linguistic culture among children. This mission concerns not only the students - future teachers of philological specializations, but also students of any other subject specialization. In our opinion, the Federal University students' professional training in all its departments should be strengthened towards its humanitarization, especially, with regard to improving the students' linguistic education quality. Today it is difficult to imagine a competitive, successful business person who has no competence and ability to the cross-cultural and cross-language dialogue with his/her partners in the professional activity. Given the lack of time for implementing the Federal Professional and Educational Standards in the educational process, in solving the issues of development of the students' linguistic culture one should take full advantage of opportunities opened up within the purposefully organized extracurricular activity of students. To this end, the thematic program Language is My Friend was tested at the pedagogical departments of the Kazan Federal University during extracurricular time. This program concept relies on the regional cultural approach, which essence is that in forming the students' motivation to achieve a high level of mastering the common linguistic culture and cross-language communication competences based on knowledge of the state languages of RT and languages of international communication, the developing capacity of regional and cultural environment based on the principles of open education is purposefully used. In implementing the program, an integral complex of various forms and methods of extracurricular activities is used: conducting department/institute and general University competitions of reciters, linguistic experts (Tatar, Russian and foreign languages) within the University; systematic coverage of the best practices of the KFU departments and institutes aimed at development of the students' linguistic culture, in the newspaper "Kazan University" and on the KFU portal websites; development of guidelines for a cycle of curatorial hours "On Linguistic Policy in the Republic of Tatarstan in the Field of Education"; organization of the general University competition of social and cultural projects "We Are Different, But We Are Together!" within the KFU student government activities with the participation of the KFU Association of Foreign Students; conducting a scientific and practical conference on the theme "Cross-Cultural Education Technologies in Tatarstan Multinational School" for students from pedagogical departments, KFU teachers, teachers of primary schools; organization of a general University video master class competition "Multilingual Teacher"; linguodidactic workshops of cross-language

tolerance; publication of a collection of students' creative artistic expression works (in Tatar, Russian and foreign languages), and others. The experience suggests that this program attracts interest from students of the University, and it has long-term development prospects.

4. DISCUSSIONS

The analysis of publications dealing with the issues of linguistic culture development both in Russia and in other countries shows that this is one of the most controversial topics in the scientific community. In particular, there is much tension by A.V. Kostina around the discussed issue. The author considers the issue of the personality's linguistic development in the light of growing threats in the globalizing world to preserve the status of national culture both in Russia and in foreign countries. In particular, the author points out negative aspects of the unified English language impact on the transformation of the national specificity of thinking and appeals, at the same time, to the opinion of some world scientists, who also confirm the existence of such a threat to the national identity [Kostina, p. 168]. In the author's interpretation, the consequences of such situation can be very depressing; it includes destruction of national language and national culture as a whole. The author of the article connects solutions to the issue with formation of a specific linguistic policy through education and training institutions, creation and maintenance of various forms of mass rituals and symbols, through control of the mass media, use of all other possible forms of sociocultural integration of citizens [7, pp. 169-170].

Sharing, to a certain extent, the concerns expressed by the author, at the same time we want to make out own judgments to the point of the identified issues relying on the experience of their solution in Tatarstan. First of all, we note that the government and sociocultural mechanisms for protecting and preserving the national values in our country and the Republic of Tatarstan aforementioned by A.V. Kostina have been "brought into action" for a long time. On the example of our region, we can speak of a coherent system of measures implementing the linguistic policy program characterized by us earlier. The components of this system include: Law On the State Languages of RT and Other Languages in the RT; constantly growing network of national schools where pupils are learnt not only in Tatar, but also in the languages of other peoples of Tatarstan in the areas of their compact settlement (Mari, Chuvash language); organization and carrying out of traditional national festivals of, first of all, Russian and Tatar peoples; specific national channel "NTV", which broadcasts cultural programs of linguistic, folklore, art history direction promoting the best examples of spiritual national heritage of the peoples of the Republic on a daily basis. And this is not a complete list of regional sociocultural activities, which allows to speak about Tatarstan as a territory of tolerant culture and interethnic consent.

Continuing the analysis of the issues raised by A.V. Kostina in her article, the next discussion point should be highlighted about the issues of preserving the national culture and language. Speaking about the dangers of their possible loss in the globalizing world, we should not go to other extremities. On this occasion, the following specialists' opinion is noteworthy: "The tasks of sociocultural identification, formation of concepts about cultural diversity of the world, promoting tolerance and respect for every people's right to maintain its cultural identity are interrelated and mutually supportive... Addressing characteristics of a certain national culture without reference to the cultural values of other ethnic groups is ineffective, features of own national culture can not be understood without Us-and-Them division. Solution to the designated issues is possible based on analysis of the cross-cultural communication, which can be viewed on the intra- and inter-level, i.e. both in the multicultural environment of Russia and the European Community" (Kostina, 2006).

Developing the ideas expressed above, we should emphasize that our movement on the civilized educational trajectory is be deprived of the identity loss fears. And the door to reasonable and efficient mastering of the best foreign experience should be open. V.F. Gabdulkhakov, KFU Professor, one of the leading experts in the field of linguodidactics development of the multicultural education, also writes on

the need to incorporate the achievements of international experience in issues of forming a linguistic personality. The author claims that this experience should be considered very valuable in the interest of improving the effective linguistic education models for higher educational institutions of Russia. The model of linguistic education in Russia proposed by the author and aimed at optimizing the ways to educate a multilingual personality of the United Europe of XXI century sets parameters for adjusting all components of the traditional system: methodical thinking of foreign language teachers, development of new curricula, methodological principles and used learning technologies. In this system, the teacher's effective activities require a certain set of his/her competencies, which is considered in the first place, with regard to the peculiarities of the regional and educational space of Tatarstan (Gabdulkhakov, 2012).

Despite great interest in development of a linguistic personality from the domestic and foreign researchers and the results already achieved in this area, we believe that some opportunities are being missed in this process. In particular, it concerns updating the potential of the regional and cultural environment in the personality's linguistic development. In this case, we consider the regional cultural approach as a system-forming one, and as a scientific and methodological result – the developed project that is designed for extracurricular activities and, we believe, it is especially important for students of the KFU pedagogical departments.

CONCLUSION

In conclusion, we note that the solution to the tasks of quality assurance of the studying youth's linguistic education certainly requires a lot of rearrangements in the traditionally established linguistic education system at school and higher school, but this is a thing we cannot do without if we really want to see in our children and students culturally educated, happy and prosperous people.

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