

ON THE WORKING OUT OF THE POLYLINGUAL PERSON'S STRUCTURE

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The analysis of scientific researches in the theory of the education content and the theory of lingual and extralingual education has allowed to consider a level of learning of their basic problems to be a quite high: category «the education content», which plurality of types is determined by pedagogical theories, education models, a complex of purposes and the end results; concept of a lingual person as a key category of the theory of lingual education; concept of a secondary lingual person correlating with the theory of extralingual education. These scientific ideas testify the presence of a considerable complex of pedagogical approaches and principles being system-complete studied and purposefully interpreted have made theoretical base of polylingual education's conceptualization to allow defining essence of the notion «a polylingual person».

Keywords: the education content, pedagogical approaches, polylingual education, extralingual education, concept of a lingual person, secondary lingual person

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The analysis of these theories has proved that the key moment at their working out is the interpretation of a person's category. Considering it from various points of view the scientists-educators, scientists-linguists, specialists in linguistic didactics deal with various sides of this phenomenon. But an original crucial point in terms of scientific workings out is a well-known thesis on the general purpose in pedagogics being an all-round person's development. Supporting this classical position and developing the theory of education content V.S. Lednev believes that its basic contours are defined by the very structure of a person and structure of activity [1]. Thus he considers the structure of a person in the course of «static» cuts and the activity structure as in respect of person's dynamics. The scientist proves the necessity of the analysis of person's structure in the theory of the education content by the fact that the requirement of all-round harmonious person's development has not got characteristics of the parties subjected to development yet. He believes that pedagogics' orientation to the expanded interpretation of a person is quite

defensible since the personality in pedagogics is considered in the widest meaning of harmonious development of all its natural and social united properties and the parties including physical formation. As a result, the scientist allocates three basic parties of a person relying upon the conception of an antientropic organization of systems:

1) *functional mechanisms of mentality* concerning the mechanisms of information perception, or sensor-perceptive; the thinkings carrying out information's transformation in some levels; memories; psychomotilities; autoregulations («I») of the highest level providing management of mental processes' and a person's behaviour and including the mechanisms of emotions, attention, will, etc.;

2) *person's experience* including such kinds of the content of acquired mental formations as knowledge, abilities, skills and habits (the 1st set of experience components); a person's orientation, cognitive, transforming, aesthetic, communicative and physical qualities (the 2nd set of experience components);

3) *generalized typological person's properties*, concerning character, temperament, abilities, ontogenetic peculiarities of development.

However, the scientist gives a notice about conditional abstraction of structural components because of personality is complete and indivisible. It is first of all. Secondly, the abstracted three «statistical» cuts are the fundamental ones as at the minimum number of general views all the components of a person's structure are covered on the united basis (on the conception basis of antientropic levels of the substance organization), but not the unique ones since other person's substructures can be allocated along with these components. Any substructure is actualized depending on a concrete context. Thus, the concept of lingual person is actualized in the theory of lingual education, and the secondary lingual person is in the theory of extralingual education respectively. It means these person versions are characteristic for the substructure that different from an invariant.

The start point for understanding of the lingual and secondary lingual person's content is these terms' consideration as the education results: lingual education in the first case, extralingual education – in the second.

The lingual person is reduced and presented as genetically caused liability to creating and manipulating by sign systems, as «a human» language correlate. Linguists believe that a lingual person is a set of linguistic skills, abilities, availabilities to realization of different complex speech acts classified by speech activity forms (speaking, auding, reading, writing) and by language levels (phonetics, grammar, lexicon) [2].

In the lingual person there are refracted philosophical, sociological and psychological outlooks at socially significant set of a person's physical and spiritual properties. According to it the content of the lingual person is defined by three aspects: a speech person, a communicative person, a lexical or ethnosemantic person. In linguistic tradition there «a lingual person» is realized as an individual psychophysiological properties' complex that allows it to make and perceive speech products. In this case a speech person is accepted to speak about [3]. If «a lingual person» is realized as a features' set of verbal behaviour of a person who uses language as means of dialogue, it will be right to speak about a communicative person [4]. At last, «a lingual person» is the national-cultural and fixed in lexical system prototype of a certain language's native speaker representing in total the world outlook attitudes, valuable guidelines and the behavioural stereotypes reflected in vocabulary. This aspect of a lingual person is formalized in a lexical or ethnosemantic person [5].

Sorting out these aspects has allowed defining the following components in the structure of a lingual person:

- *a valuable*, containing language world image and hierarchy of the spiritual representations realized in the course of language dialogue;

- *culturological*, including the rules of the verbal and nonverbal behaviour, determined by the facts of studied language's culture;

- *personal*, individually reflecting the psychological properties and socially typified person's qualities, representing in a complex a person's ability to speech and language activity.

To a pedagogical context this very linguistic structure of a lingual person can be applied for modelling of both the result and the process of lingual education.

Besides a structural formation of a lingual person the scientists-linguists mark out a hierarchy of levels in it. Yu.N. Karaulov considers these levels such as:

- zero level – verbally-semantic, including phonetic and grammatical knowledge of a person;
- the first level – logical-cognitive, presented by the thesaurus of a person where «world image» or «world knowledge system» are imprinted;

- the second level is an active-communicative one, reflecting a person's pragmatics, i.e. a system of a person's purposes, motives, aims and intentionalities [2].

Thus, zero level corresponds to degree of the ordinary language's possession, the first level also corresponds to ordinary language, but having already got a descriptor status (language units are ordered, have a strict hierarchical system of world knowledge), the second level corresponds to the language defining hierarchy of senses and values in the model of a person's world. The latest level is considered in linguistics to be the most difficult and also less clear by structure. To our opinion, this aspect of a lingual person is the most compound because of the psychological concepts of a person are not properly and purposefully projected to it. At the same time, it doesn't mean in any way that studying of the problem of a lingual person is an exclusive linguistics' prerogative. To Yu.N. Karaulov's opinion, a lingual person «penetrates all the aspects of language studying and simultaneously destroys the borders between the disciplines studying a person since it is impossible to study a person out of language» [2].

According to scientists' opinion it is disputable that a lingual person derives from the first level (not zero), and at the second level a lingual person merges with the social one. Concerning pedagogics, the problem of formation of the automated skills of typical designs' using is an interest subject at zero level, at the first level it is a problem of text's expansion by themes and semantic fields, at the second level it is equivalence of language means to communicative conditions of their using.

The content of lingual education is designed particularly depending on foreign languages' teaching.

Set of a person's abilities to extralingual communication at the intercultural level, that is an adequate interaction with other cultures' representatives, is defined by contemporary linguodidactics as the concept «the secondary lingual person» [6].

The secondary lingual person is a set of a person's lines developed by a verbally-semantic code of studied language's mastering, that is by «a lingual picture of the world» of the native speakers, and by «a global (conceptual) picture of the world» to allow a person to understand a new social reality. The developing by the trainees the properties of «the secondary lingual

person» who needs the foreign language «for life», «for dialogue in real situations» and who is able to communicate with other cultures' representatives, is, actually, a strategic target of foreign language's teaching [7].

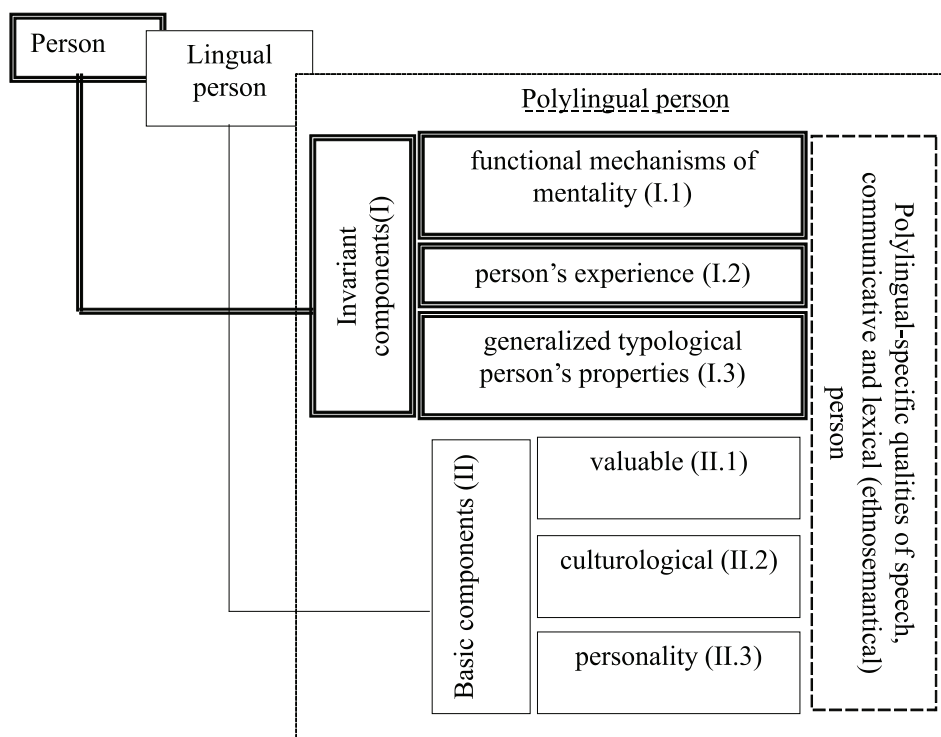
Concerning structure of the secondary lingual person we notice that it is identical to structure of a lingual person, with the difference that all the components have a bit different content characteristic which features are connected with not native, but a foreign language's learning. That is the structure of a lingual person represents in some way the base structure founded by sorting out structural components not only of the secondary lingual person, but also potentially possible variants of a lingual person. The polylingual person can full act as one of such variants.

In fact, supposing principal difference of the lingual, extralingual and polylingual education one cannot to eliminate the distinctions and their target aspects. Therefore it is possible to assume at elementary analogy level that the polylingual person is a purpose and result of polylingual education. According to content the basic difference of these education directions consists in quantity of studied languages. Then, the polylingual person having a base structure of a lingual person and characterizing each component – value, culturological and personal – assumes an interpretation of another

socioculture's world picture, learning of another linguoethnosociety's semantic guidelines, ability to make out similarity and distinctions among communicating cultures and to apply them in a context of intercultural dialogue. This concerns the secondary lingual person well. However, these characteristics are inherent for the secondary lingual person concerning only a native and one foreign language while these parallels are caused by several (more than two) languages for the polylingual person. This is our initial definition of the notion «a polylingual person» that to be deepened and added a bit later on the basis of analyzing its correlation with the concepts «a bilingual person» and «a polycultural person».

Thus, according to the pedagogics theory of targeting we have resumed to define the education purposes one should approach from positions of modern person's concept. One can assert on this basis that the purpose and result of polylingual education is the polylingual person having in its structure besides the invariant components of a person (functional mechanisms of mentality, person's experience, the generalized typological properties of a person), the base components of a lingual person (valueable, culturological and personal).

A category place «the polylingual person» can be visually presented in the hierarchy of contiguous concepts such as following (Figure).



General structure of polylingual person

Following the principle «from the general to the particular», we have defined logic of marking out of structural components of a polylingual person as the following gradation: structure of a person – «general», structure of a lingual person – «especial», structure of a polylingual person – «individual».

«General» in relation to «especial» and «individual» reflects the dialectics of «whole» and «particular».

Cognition evolution of dialectics of the whole and its parts shows some approaches:

- denial of correlation between whole and its parts;

- recognition of the whole as the sums of the parts;

- estimation of the whole as something greater than its parts;

- assumption of the superiority of a part over whole, i.e. a part is more than the whole (so-called «the Principle of Pareto»: small parts in a set turn out a much more importance than it corresponds to their relative proportion);

- interpretation of the whole and its parts as a united organic integrity (according to K. Lorents – «system of the bilateral causal relationships forming a difficult network») [8].

Holding the latest point of view, we notice that this position is complicated by ranging of the concepts «system whole» and «organic whole», the first one concerns interactions of parts as a whole, the second one – internal interrelations. According to an organic paradigm there is admitted the primacy and priority of the whole operating with its own parts simultaneously being inherent both a certain specialization and a functional interdependence. And character of these qualities is set by the whole instead of parts' interaction.

In other words, the structure of the whole (a person) in the part structure (a lingual person) at the first integrity level represents a base component, at the second level the structure of the whole (a person) in the part structure (a polylingual person) represents an invariant, the part structure of the first level (a lingual person) becomes a base component. Every time a base component results from invariant specialization, thus absorbing all its properties.

Concerning the concept of «the secondary lingual person» we notice that it appears arranging with the last concept at the level in the hierarchy of «a person», «a lingual person» and «a polylingual person» categories and occupied in this hierarchy, but not identified in content. As it has been already marked, the concept of the secondary lingual person correlates with extralingual, but not polylingual education.

Thus, we consider the concept of the polylingual person, first of all, as result of polylin-

gual education, secondly, as several languages' carrier representing in terms of structure:

- the speech person – a complex of the psychophysiological properties allowing to the individual to carry out speech activity in several languages simultaneously;

- the communicative person – a set of abilities for verbal behavior and using of several languages as means of dialogue with different linguosocieties' representatives;

- the lexical person, or ethnosemantical – symbiosis of world outlook attitudes, valuable orientations, behavioural experience integrally reflected in the several languages' lexical system.

We consider necessary to specify the formula «several languages». Certainly, the native language and one foreign language by all means are presented in this list, but it is peculiar in a greater degree for «the secondary lingual person». Besides it, «several» means «more than two» otherwise one could confine oneself to the concept «bilingual person» or a widely used word «bilinguals». In the modern world there are not practically monoethnic and hence, monocultural and monolingual communities. It means that the people belonging to various ethnolinguocultural groups do not always act as the foreigner relative to each other. In other words, countrymen may be found to be the representatives of different ethnolinguocultural groups. At the same time ones of them are natural carriers of minority languages, others – of majority ones. The last, as a rule, possess a great using sphere. Hence, referring to polylanguage it is appropriate to speak about the languages actively functioning in the community. Thus, there are such languages in Kazakhstan owing to the historical factor: the Kazakh language as state one, Russian as language of international dialogue, and intensively raising functional activity of English language as integration tools into world economy.

Correlating with the secondary lingual person the bilingual person who fluently knows two languages simultaneously can be presented not only by native and foreign languages, it can assume another binary schemes, as that: the minority and majority languages, two majority ones, majority (not native) one and foreign one etc. The whole point is that the polylingual person has a wider spread of a languages' combination.

Sorting out the invariant components in the polylingual person's structure is based on the theory of education content (by V.S. Lednev), and base components are designated according to the lingual person's concept:

- a) a valuable that contains a language image of the world and hierarchy of the spiritual representations realized in the course of language dialogue;

b) a culturological that includes the rules of verbal and nonverbal behavior determined by the facts of studied language's culture;

c) a personality that individually reflects psychological properties and socially typified qualities of the person, representing in a complex the person ability to speech and language activity.

Thus, the polylingual person is an active several languages' carrier representing: the speech person – a complex of the psychophysiological properties allowing to the individual to carry out speech activity in several languages simultaneously; the communicative person – a set of abilities for verbal behavior and using of several languages as means of dialogue with linguosocieties' representatives; the lexical person, or ethnosemantical – symbiosis of world outlook attitudes, valuable orientations,

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