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Peculiarities of developing the secondary linguistic personality of future artists of traditional art crafts

Abstract. The article examines the features of the process of developing the secondary linguistic personality of future artists of traditional art crafts. The identified complexities of this process, characteristic of individual levels of linguistic personality, are considered chronologically. An analysis of the difficulties and advantages of forming the secondary linguistic personality, specific to students studying traditional art crafts, is conducted.

Keywords: secondary linguistic personality, thesaurus, lexicon, pragmatics, model of a linguistic personality, traditional art crafts.

The issue of the formation and functioning of the secondary linguistic personality was raised by researchers in the last quarter of the 20th century. The concept, first presented by Yu.N. Karaulov [5], defines this phenomenon as the totality of an individual's abilities to create and perceive speech productions (texts).

The definition 'secondary' indicates the acquisition of a language that is not one's native tongue, which distinguishes this construct from the primary linguistic personality, formed naturally from childhood. Despite the fact that this notion has been studied for a long time, it has not lost its relevance: the formation of the secondary linguistic personality remains a key objective of foreign language teaching methodology, and the conditions for achieving this goal continue to improve.

The aim of this article is to determine the specifics of the development of the secondary linguistic personality among students studying traditional art crafts through:

- identifying the features of the process in accordance with the most generally accepted level-based structure;
- analyzing the difficulties of its formation characteristic of a particular stage of education (according to the chronological principle);
- describing the advantages of developing a linguistic personality in light of environmental approach.

The linguistic prerequisites for the concept of the linguistic personality are presented in the works of V.V. Vinogradov [2], who laid the foundations for studying the phenomenon of speech individuality. A key stage in adapting this concept to the needs of foreign language teaching methodology was the work by I.I. Khaleyeva [16], who transformed Yu.N. Karaulov's structural model into a category of linguodidactics. Further development of this approach in an applied context is

presented in the works of N.D. Galskova and N.I. Gez [3], as well as T.K. Tsvetkova [17]. Specific psycholinguistic and sociocultural aspects of forming a secondary linguistic personality were examined by N.A. Alekseeva [1], N.A. Lutovinova [7], E.N. Piskunova [8] and I.V. Ruzhitsky [12]. To date, this model is recognized as one of the fundamental models for modern theory of foreign language teaching.

Considering the process of the formation of the secondary linguistic personality, we distinguish three interrelated aspects that determine the specifics of teaching students mastering traditional art crafts: the formation of professional lexicon, the development of intercultural competence and the awareness of one's own role as representatives of their native culture.

According to Yu.N. Karaulov's concept [5], the structure of the linguistic personality is three-tiered/three-leveled: the verbal-semantic level (lexicon) – mastery of natural language and professional terminology; the cognitive level (thesaurus) – worldview, value system and conceptual connections; the pragmatic level (pragmation) – goals, motives and communicative intentions (intents). Each of these aspects is revealed primarily at its corresponding level. At the same time, we note that the hierarchy of levels is a matter of debate [11]: in real speech activity, they are in the closest interaction and are difficult to separate from one another.

At the verbal-semantic level, the specifics of forming a secondary linguistic personality manifest primarily in the acquisition of professional lexicon. Unlike the vocabulary of other specialties, terms related to traditional art crafts (e.g., artistic bone carving, artistic lace-making, Kholuy lacquer miniature painting) are often unfamiliar to students from their life experience and are encountered by them for the first time at the Russian university of traditional art crafts (RUTAC). This level is formed during the acquaintance with the range of professional concepts characteristic of each type of traditional art crafts, in the native language during the first year. Students who previously studied at college and have a general understanding of the content of the disciplines being studied, as well as an established or emerging lexicon of professional concepts in their native language, find themselves in a more advantageous position. In the first year of study, students begin to take major-specific courses (core subjects), which, for the formation of their linguistic personality, means familiarization with the professional lexicon in their native language at the verbal-semantic level. At this stage, already in the second semester of mastering the "Foreign language" discipline, it is provided to study topics that contribute to the development of a foreign-language lexicon within a subject matter close to their profession: "Educational sphere", "Exhibitions", "My university", "Social life and extracurricular activities", "Independent work", "International cooperation". Provided that the educational material is successfully mastered, one can also speak about the formation of the secondary linguistic personality at the verbal-semantic level.

The second aspect is revealed at the cognitive level of the secondary linguistic personality structure (the thesaurus), which is responsible for forming the student's system of ideas about the world and themselves, thereby ensuring the formation of a holistic worldview. At this stage, the individual begins to operate with units of a higher hierarchical order, transitioning from lexical items to ideas, concepts and

constructs. For students, this level begins to form during the first and second years of university studies. After the first year of study, the student already has an understanding of the types of traditional art crafts, including from the perspective of their native language vocabulary. In view of this, they can successfully engage with foreign-language texts dedicated to professional topics, not only analyzing their content in terms of translating terminology and understanding sentence structures but also generating their own ideas, internalizing their content, realizing the importance of traditional culture within their own worldview and regarding traditional art crafts as its element, as well as their own role as a preserver of traditions and a bearer of traditional Russian spiritual and moral values.

Students continue to familiarize themselves with professional lexis, enriching the verbal-semantic level of the secondary linguistic personality by completing tasks such as searching for information in texts, performing exercises aimed at terminological translation accuracy and improving their oral speech skills through answering questions on proposed foreign-language texts dedicated to traditional art crafts. Texts devoted to the State Kholuy art museum, the Mstyora art museum, the “Usad’ba Lukutinykh” museum of folk applied arts, regional-historical centers of traditional applied arts in Russia and the history of the formation and development of the Russian university of traditional art crafts help students view the studied foreign-language information about traditional art crafts in perspective (in a broader context) and place it within both the Russian and global contexts. At this stage, students can already focus not only on the lexical aspect: while studying foreign-language information about traditional art crafts, they begin to build their own foreign-language worldview picture of the world, recognizing the diversity of traditional culture and being able to integrate information about the art crafts and their important role into it within the framework of world culture.

The third level – the pragmatic level – is the formation of the linguistic personality’s pragmicon, its goals, interests, intentions and motivation. At this level, students who are forming their linguistic individuality through speaking and comprehension, receive motivational reinforcement for the development of their own linguistic personality and its resources through immersion in a global informational context.

The second year of foreign language study begins with mastering lexical topics related to the countries of the target language, the socio-cultural sphere and the lifestyle of modern person. Thanks to such subject topics, students can not only place themselves in the context of the practical application of the foreign language and see specific opportunities for its use in speech situations, but also envision more broadly the scope of its application, reflect on and realize cultural differences that are not limited to the professional sphere.

The study of topics devoted to foreign centers of traditional applied arts deepens the understanding of the unique place of traditional art crafts in the world’s cultural heritage. Personal experience of communication in a foreign language adds individuality to the student’s world picture. Consolidation of topics related to professionally-oriented lexicon allows students to more clearly realize themselves as representatives of their native culture, possessing unique practical skills.

Thus, each of the three levels of the development of the secondary linguistic personality is associated with certain objective difficulties: the formation of a basic lexicon, the restructuring of one's worldview and the realization of pragmatic goals. In addition to these universal difficulties, the process of language acquisition by future masters in the field of traditional applied art has its own specifics, determined by the content of professional training and the stages of education. These features are examined below using the example of the organization of the educational process at the Russian university of traditional art crafts.

The most challenging stage for the formation of the secondary linguistic personality appears to be the beginning of university studies. The difficulties of this period are universal in nature for all fields of study at the Russian university of traditional art crafts: transition to a new social environment, adaptation to academic requirements and the natural decline in language proficiency over the summer vacation.

However, there are additional objective challenges specific to students studying traditional art crafts. For the majority of them, a foreign language was not a core subject; priority in their final year of a school or college was given to preparation for the state final examination in main disciplines, which led to a significant decline in the level of residual knowledge in non-core subjects.

The objective difficulty of the first year – changing one's social circle due to relocation – can be utilized as a pedagogical advantage. A typical situation for a freshman – meeting professors and classmates – establishes a universal communicative framework (self-introduction, providing information about one's place of origin and sphere of interests). At this stage, the topic of "small motherland" acquires particular significance. Since traditional art crafts are historically connected with regional-historical centers of traditional applied arts in Russia, discussing one's hometown or region ceases to be a basic topic and becomes the first stage in forming the student's professional thesaurus. Modeling the aforementioned situations during foreign language classes places educational communication into a life context familiar to the students, thereby reducing the psychological barrier.

At the stage of continuing education, the motivational aspect becomes important. According to a number of researchers, interest in the discipline increases when transitioning from General English (GE) to Professionally-Oriented Language / English for Specific Purposes (ESP). A clear vision of pragmatic goals enhances student engagement, allowing them to realize the value of the language for future internships or participation in international exhibitions of craftsmen. Alongside communication in their native tongue, students can also solve real-life communicative tasks (introductions, obtaining primary information about a person, resolving everyday issues, etc.) through foreign-language communication: the initial lexical topics traditionally involve discussing individual characteristics, habits, family and leisure activities. Through life-like situations grounded in real life, the student receives feedback on the importance and naturalness of the communicative scenarios being practiced, as well as their applicability and practical significance. Receiving a positive response and experiencing successful communication is an

important factor in maintaining learning motivation and continuing systematic work on forming the secondary linguistic personality.

At the stage of continuing foreign language instruction, the motivational aspect is crucial, as it provides time for the formation of necessary knowledge and skills. According to a number of researchers, student motivation at university increases when the subject matter changes – from General Education Foreign Language (General English) to Business/Professional English [13]; an argument in favor of this is the clear vision of pragmatic goals for language study and the realization of opportunities for its practical application. In this regard, the transition to studying a foreign language within professional practice can also be recognized as an opportunity for enhancing learning motivation through the awareness of the practical application of terminology and the shift to professional topics in foreign-language communication.

At this stage, the importance of acquiring communicative competences is also better realized: communication in a foreign language moves from the educational environment to a real-life one, which allows for consolidating the respective skills in practice. The importance of creating conditions for the formation of students' meta-subject readiness is emphasized in the works of O.G. Polyakov [9]. Practical activities at the university fully contribute to the formation of the secondary linguistic personality of students: participation in conducting master classes, the opportunity and necessity of communicating in a foreign language during trips abroad with exhibitions, hosting foreign delegations, the participation of foreign guests in master classes held at the university. Students involved in practical activities can fully realize their own linguistic personality in various aspects: making independent communicative decisions, checking their situational correctness, demonstrating communicative creativity, applying their thesaurus, searching for unknown words and using verbal and non-verbal means of communication during shows.

At the same time, modern students often recognize/realize the importance of improving their foreign-language communicative competence [15], which is reflected both in the quality of classroom work and in the presence of additional extracurricular activities: using mobile applications for independent lexical practice, watching and listening to supplementary video and audio materials and engaging in text-based communication with native speakers on the Internet. From the perspective of the personality-activity approach [4] – according to which a personality emerges and is subsequently formed precisely in the process of human activity – it is extremely important that students demonstrate independence in deciding on additional means of language study. This witnesses the process of linguistic personality development.

Alongside the difficulties in forming the secondary linguistic personality of students studying traditional art crafts, there are also specific advantages associated with the very environment in which the educational process takes place: the chosen field of study creates unique conditions for the formation of intercultural competence. The success of verbal communication is determined not only by mastery of individual aspects of language (lexis, grammar) but also by the

development of sociocultural receptivity in the context of intercultural interaction. It is important not merely to study a foreign language within the context of its native speakers' culture, but also to clearly perceive one's own belonging to the native language and to act as a representative of its traditions for successful intercultural communication.

The educational space in which the student lives daily, surrounded by works of traditional art crafts in classrooms, creates a unique visual, emotional, intellectual and spiritual trophic support (after Yu.S. Manuylov) – that is, it acts as a nourishing basis saturating the student's personality with necessary cultural meanings. The rich creative environment facilitates a deep immersion of learners into the diversity of Russian traditional art crafts, thus enabling them to act more effectively as representatives of national culture in the context of intercultural communication [6].

The students' communicative environment also becomes more saturated: cultural studies topics are dominant not only in mastering the respective lexical themes but also due to professional necessity. Thus, in communication, a foreign-language visual trophic support (through reading texts), auditory and communicative (through listening comprehension and conversations) is formed. A rich environment of communication and educational-speech activity is an important condition for the formation of communicative creativity [10], while active speech activity as such is already one of the conditions for the successful formation of the secondary linguistic personality [14].

The conducted analysis allows us to conclude that the specifics of the development of the secondary linguistic personality of future artists of traditional art crafts are determined by three factors: the need to form a foreign-language professional thesaurus based on the native one, the dominance of national cultural identity and the potential of the creative environment at the Russian university of traditional art crafts. At the same time, the success of this process is directly determined by the priority of active speech activity, the communicative orientation of instruction and the integration of language into the real professional context.

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