

Organizing Diagnostics of Formation of Secondary Linguistic Personality in a Pedagogical University

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ABSTRACT

This article is devoted to the diagnosis of the formation of a secondary language personality. Definitions of the concepts of “personality”, “linguistic personality”, “secondary linguistic personality”, developed by recognized Western scholars and experts, as well as studies and models of secondary linguistic personality, proposed by foreign and Russian scholars, are given. The problem of mutual influence of different cultures, preservation of linguistic and cultural diversity of the peoples of the world, interaction between representatives of different ethnic communities becomes actual in modern society. Cultural and ethnic diversity implies the desire to understand and find similarities and differences in different cultures. Education is not only a process of transferring knowledge and cultural values accumulated by generations, but also one of the optimal and intensive ways of entering the world of culture. According to N.D. Galskova, the result of any language education should be a language personality, and the result of education in the field of foreign languages - a secondary language personality with a formed intercultural competence as an indicator of the ability of a person to participate fully in intercultural communication [1]. The relevance of the topic is determined by the definition of research problems and the formation of a secondary language personality of future teachers of a foreign language in higher education institutions in order to prepare a competitive, professional, competent specialist capable of preserving national values and heritage. The formation of a full-fledged linguistic personality requires the formation of not only the concept of the language, but also the national culture, psychology and character. A linguistic personality who speaks not only the national (native) language but also its culture can be called a national linguistic personality. The article is devoted to the identification of a linguistic personality as a person expressed in language(s) and through language - a person restored on the basis of the linguistic means used in professional communication. A foreign language teacher is regarded as a secondary language personality, which is a clarification of the general concept of the language personality in relation to the cross-cultural sphere of communication and linguistics. The theory of the linguistic personality became a subject of research of many foreign, Russian and domestic authors: A.Sharp, J.M. Duale, K.Ozanska, S.H. Fazeli, V.V. Vinogradov, G.I. Bogina, G.V. Elizarova, Y.N. Karaulova, V.P. Furmanova, etc., who argue that fluency in the language is a prerequisite for the education of a socially active individual who forms his values, goals, motives, interests and attitudes. This issue is also touched upon in the dissertation studies of N.I. Almazova, S.M. Andreeva, Z.V. Vozgova, E.V. Malkova, S.B. Mordas, A.B. Nedosugova, I.S. Rozhentseva, O.N. Krustaleva and others. Theoretical bases for the formation of the secondary linguistic personality are considered in the works of S.M. Andreeva, N.D. Galskova, S.B. Mordas, S.G. Ter-Minasova, I.I. Khaleeva and others, who consider the personality capable of mastering the “language picture of the world” of the speakers of this language (the formation of the secondary linguistic consciousness) and the global (conceptual) picture of the world.

Keywords

linguistic personality, secondary linguistic personality, culture, communication, intercultural communication, intercultural competence, linguodidactics.

Article Received: 10 August 2020, Revised: 25 October 2020, Accepted: 18 November 2020

Introduction

The process of globalization, which is developing in real time, leads to the expansion of interaction of various states, peoples and their cultures. The impact is realized through cultural exchanges and direct contacts between inter-municipal institutions⁶ by social groups, social movements, scientific cooperation, trade, tourism, etc. Communication with foreigners becomes a reality, and the conflict with representatives of other cultures is part of our daily life. Increasingly, educational institutions exchange students and schoolchildren, teachers organize joint projects and internships abroad, thus participating in intercultural communication and dialogue of cultures.

The study of the problems of intercultural communication presupposes acquaintance with the following phenomena and concepts: language and culture, principles of communication, main functions of culture, connection between language and personality, influence of culture on perception and communication in its different spheres and

types, parameters for description of the influence of culture on human activity and development of society [2].

In European linguistics, the problem of “language and personality” arose when considering the social nature of language, the relationship between language and speech, the language of the individual and the collective (V. Humboldt, I.A. Baudouin de Courtinet, F. de Sossyur, E. Sepir); prominent Russian linguists A.M. Peshkovsky a great contribution to the development of this problem V. Vinogradov, R.A. Budagov and other scientists.

Among the linguistic researches devoted to the problem of linguistic personality at the present stage, we can note a number of main directions:

- Development of a model of linguistic personality (Y.N. Karaulova, G.I. Bogina, S.G. Vorkachev),
- Consideration of the linguistic personality as a native speaker of the national language and culture (N.V. Ufimtseva, N.L. Chulkina, V.M. Boguslavsky),
- Selection of a sociolinguistic or psychological subtype - linguistic personality of a child, intellectual, villager,

presenter, etc. (A.V. Zakharova, L.P. Krysin, G.N. Bespamyatnova, T.A. Ivushkina, M.V. Lyapon), - transition from a linguistic personality to a speech personality (Klobukova L.P., Prokhorov E.Yu., Krasnykh V.V.), etc. [3].

The term “linguistic personality” was introduced in the scientific turn of V.V. In the 1960s, in his book “On the Language of Artistic Prose”, he studied two artistic linguistic personalities - the face of the creator and the face of the character. The logic of the formation of the concepts of “image of the author” and “artistic image” are central to the scientific work of V.V. The first descriptions of certain linguistic personalities belong to V. Pereu. V. Vinogradov.

The analysis of pedagogical and methodical literature allows to draw a conclusion that theoretical and methodological arrangements to a problem of the person are developed in works of philosophers of J.J. Locke, J.J. Rousseau, J. Kanta and other Russian specialists in psychology L.S. Vygotsky, A.A. Leontief, A.N. Leontief, S.L. Rubinstein, I.A. Zimnaya and others estimate the core of personality as the relations realized in the works and revealing themselves in its motives, difficulties in the field of intercultural learning, formation of intercultural communication among students of different profiles are investigated and covered in different works of V.V. Apalkov, Galskova, Grushevitskaya, Elizarova, Kiryakova, Leontovich, Plekhanova, Maslovskaya, Ter-Minasova, etc. [4].

V.A. Slastenin, P.V. Sysoev, I.L. Bim, etc. were intended to study the issues of intercultural communication and cultural-linguistic practice. Methods of communicative erection of interpersonal space of interaction and communication are reflected in the researches of E.O. Omar, N. Anarbek.

In recent decades, a number of research papers have been published on the theory of cognitive approach to teaching disciplines, in which the authors directly or indirectly touch upon the issues of intercultural communication. Thus, in the works of V.A. Slastenin, A.B. Nurlybekova, O.N. Frankovskaya, E.I. Passova, R.P. Milrud, E.D. Bozhovich, etc. are considered the issues of the formation of communicativeness as professional properties [3, p. 27].

A comprehensive analysis of scientific literature on the selected topic of study and research behind the state of practice of studying and education of foreign languages in higher education allowed finding out the deficit of theoretical and practical development of the difficulty of forming intercultural competence of students in the criteria of a holistic pedagogical process of the university.

However, despite the large number of scientific studies devoted to the problem of secondary language personality, there is no single definition of this concept in modern pedagogy of higher education and in the methodology of teaching foreign languages. Scientists approach the term “secondary language personality” differently. Let's consider the description of the above term in the works of Russian scientists-researchers.

Only the very definition allows us to note that the concepts of “language personality” and “secondary language personality” have a lot in common. This is a correlating level construction, and the idea of possibility as a real expression of the paradox, and the idea of a picture of the world as a set of concepts as a result of formation. In this

regard, the question of the difference between these definitions is no less relevant.

A linguistic personality is a carrier of an autonomous linguistic possibility, which provides the production of personal own words expressing standards, meaningful meanings, conjectures, necessary for the conclusion of an important task or difficulties. The formation of a linguistic personality is based on several aspects. A widely recognized aspect is the degree of language skills, which allows for the integration of learning programs into a system of zero and advanced levels of instruction in different modes. The second aspect is based on the speaker's attitude towards words and verbal heritage in general.

This model is based on the concept of linguistic personality developed by Y.N. Karaulov. The linguistic personality is defined by Y.N. Karaulov as: “A set of abilities and characteristics of a person, which determine the creation and perception of speech works, which differ in the degree of structural and linguistic complexity, depth and accuracy of reflection of reality, determined by the target”.

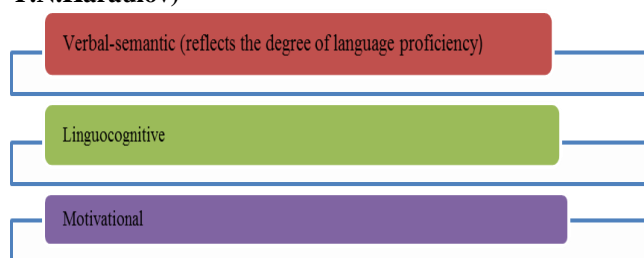
Y.N. Karaulov singles out three levels in the structural model of the linguistic personality:

The first level is the verbal and semantic one, the units of which are separate words as units of the verbally associative network. The students master the structural-systemic connections of the studied language in the parameters of the system-forming function of the language, aimed at solving communicative problems.

The second level is the linguistic-cognitive one, the units of which are the notions, ideas, concepts, formed by each linguistic personality in a more or less ordered picture of the world, reflecting the hierarchy of values. Stereotypes at this level are matched by stable standard connections between descriptors expressed in generalized statements, definitions, and winged expressions.

The third level is the motivational level, the units of which is focused on pragmatism and is manifested, in the opinion of Y.N. Karaulov, “in the communicative-activity needs of a person” [5].

Level model of linguistic personality (according to Y.N. Karaulov)



Referring to the theory of Y.N. Karaulov, G.I. Bogin singles out the following levels of speech ability, which allow analyzing the language personality, as well as serving as a reference point for the educational process aimed at the free mastery of the language:

1. The level of correctness (knowledge of a sufficiently large lexical stock and basic system laws of the language, allowing to build statements and produce texts according to the elementary rules of the given language);

2. Level of interiorization (ability to implement and perceive statements in accordance with the inner plan of the speech act);
3. Level of saturation (reflection of diversity and richness of expressive language means in speech);
4. The level of adequate choice (correspondence of the language means used in the statement in the sphere of communication and the concrete speech situation);
5. The level of adequate synthesis (correspondence of the text generated by a person to the whole complex of substantive and communicative tasks that form its basis). These five levels reveal in a little more detail the three-level gradation proposed by Y.N. Karaulov, but in general they fully correspond to it, because they lead from formal strut correctness to the effectiveness of the communicative act [5, p. 151].

Thus, the linguistic personality is understood as a person who exists in the language space, uses verbal signs and is both a set and a result of the implementation of abilities to create and perceive speech works. Taking into account that a linguistic personality exists in the intersecting problem fields of language, society, psyche and culture, there are many approaches to its description and analysis (linguistic, sociolinguistic, psycholinguistic, linguistic-cultural, etc.). Within the framework of the stated problems in the study, we are more interested in the linguistic and didactic approach, which is based on the idea of the possibility of purposeful formation of a linguistic personality within a particular pedagogical space and process; moreover, such aspects as ability and readiness, which are the basis of the above mentioned theories are subject to psychological and pedagogical analysis [6].

The concept of the secondary language personality is now actively used in scientific and methodological research work in the field of studying foreign languages, and if there is a need for structural analysis, the same structure proposed by Y.N. Karaulov, about which we wrote above, is often mentioned. In this regard, the work by E.V. Potyomkina is of interest, which notes that "the passion for progressive linguistics and linguodidactics by the concept of linguistic personality and the secondary linguistic personality is considered a positive moment, indicating the transition from the study of language as a system-structural education to anthropocentric layout. On the other hand, almost all modern creators increasingly refer to the terms of linguistic personality and secondary language personality only as some scientific stamps, using them in classical methodological research works, which, absolutely, ruins and misinterprets these concepts. With the support of the term I.I. Khaleeva linked the theory of Y.N. Karaulov with the course of studying a foreign language. According to S.P. Firsova and N.N. Shcheglova, this concept is considered to be a natural continuation of the opinion of "linguistic personality" proposed by Y.N. Karaulov [5, p.149].

The concept of secondary language identity is now actively used in scientific and methodological research in the field of foreign language teaching, and in case of necessity of structural analysis the same structure proposed by Y.N. Karaulov, about which we wrote above, is very often mentioned. In this regard, the work of E.V. Potyomkina is of interest, which notes that "the passion of modern linguistics and linguodidactics for the concept of linguistic personality

and the secondary linguistic personality is a positive factor indicating the transition from learning the language as a system-structural education to an anthropocentric approach. On the other hand, many contemporary authors are increasingly turning to the terms of linguistic personality and the secondary language personality only as some kind of scientific stamps, applying them in traditional methodological research, which certainly devastates and misinterprets these concepts. With the help of this term I.I. Khaleeva linked the concept of Y.N. Karaulov with the process of foreign language teaching. According to S.P. Firsova and N.N. Shcheglova, this concept is a logical continuation of the concept of "linguistic personality" proposed by Y.N. Karaulov [7].

According to Y.N. Karaulov, linguistics introduces the category of linguistic personality, thus contributing to the deepening, development and enrichment of the concept of personality in general. According to I.I. Khaleeva, modern linguodidactics puts forward the concept of secondary linguistic personality as a central category.

All of the above is evidence of the urgency of the problem of a person-centered approach to learning and explains its heterogeneous conceptual and understandable structure. The educational situation of a foreign language as a subject of study has changed twice. Expansion of international relations, the entry of our country into the world community has made a foreign language a real demand. It became fully understood as a means of communication, mutual understanding and interaction of people, familiarization with another national culture and as an important tool for the development of intellectual abilities of schoolchildren, their general educational potential [8].

The person-centered approach implies that the system of foreign language teaching addresses the student's personality as a subject of this system. Therefore, the process of learning a foreign language is the process of personal development of a student, the development of his social qualities. This refers to the development of the personality as a whole, as its non-cognitive moments (emotional characteristics, will, etc.), and intellectual (cognitive), which are manifested primarily in the language and are studied through the language.

The formation of a secondary language personality should take into account individual differences in the learning of a second language by students, such as intelligence, ability, learning styles, personality, motivation and attitudes of students to the second language, identity and belonging to an ethnic group, students' beliefs, and age of students in the perception of the second language [9].

Methods

We chose the following diagnostic methods: questionnaires, testing, ranking, conversation, observation, expert assessment, self-diagnostics, practical tasks, study of products of future teachers of foreign languages. The choice of these or those diagnostic methods was made depending on the criterion to be assessed and the indicators characterizing them.

Therefore, we conducted a questionnaire survey and conversation aimed at revealing the reasons for choosing a foreign language teacher's profession, understanding the

importance of knowledge of a foreign language at a high level, as well as revealing satisfaction with the quality of English language teaching in professional training at the university, their professional intentions in mastering intercultural communication.

Research results

The purpose of our research is to determine the level of formation of components of the secondary language personality of future teachers of foreign languages, to develop a method of formation of the secondary language personality of future teachers of foreign languages on the basis of the use of linguodidactic materials in the process of teaching a foreign language and to carry out an experimental test of its effectiveness.

Experimental work on formation of the secondary language personality of the future teachers of foreign languages was carried out on the basis of the specialty 5B011900 - Foreign language: two foreign languages of Taraz State Pedagogical University (hereinafter TarSPU) and the Kazakh National Pedagogical University named after Abay (hereinafter KazNPU).

The experiment was attended by future teachers of foreign language from TarSPU (38 people), one experimental group (20 students) and one control group (18 students), as well as future teachers of foreign language from KazNPU (46 people), one experimental group (26 students) and one control group (20 students), experimental work was carried out during 3 years, namely in 2016-2017; In the 2017-2018 academic years; in the 2018-2019 academic year, adjustments and adjustments were made to the developed system and methodology of formation of the secondary language identity of future teachers of a foreign language in the process of teaching a foreign language based on the use of linguodidactic materials.

The results of the study of the verbal and semantic level of formation of the secondary language personality of future teachers of a foreign language are presented in Table 1.

Table 1 - Results of the study of the verbal and semantic level of formation of the secondary language identity of future teachers of a foreign language in two universities

№	Levels	Students of TarSPU graduation courses (in %)	Students of KazNPU graduation courses (in %)
1	Low	36,2	29,5
2	Middle	52,7	57,1
3	High	11,1	13,4

In order to identify the verbal and semantic level of formation of the secondary language personality of future teachers of a foreign language in the process of teaching foreign languages on the basis of the use of linguodidactic materials, we conducted a survey, conversation, execution of practical tasks, testing, solving problem situations, writing essays, project works, etc. The results obtained in the course of the experiment show the extent to which the respondents have a command of linguistic, linguistic and cultural knowledge and skills in professional activity. Let's present selective results. When asked: "What do you mean

by the object of study of intercultural communication for professional activity based on the use of linguodidactic materials?" 36% named the text, 38% named a foreign-language online partner, 17% did not answer at all and only 9% mentioned the process of intercultural communication.

The ideas of future teachers of foreign languages about the need for a high level of proficiency in foreign languages for professional activities as intercultural communication were not reflected in the questionnaires. As a result, the level of secondary language proficiency of future teachers of a foreign language is quite low, and this is clearly reflected in Table 2.

Table 2 - Results of the study of the linguistic and cognitive level of the secondary language identity of future teachers of a foreign language in two universities

№	Уровни	As a percentage of TarSPU (B %)	As a percentage of KazNPU (B %)
1	Low	37,8	35,6
2	Middle	53,9	55,2
3	High	8,3	9,2

The analysis of the results of the study of the formation of the linguistic and cognitive level of the secondary language level of the future teachers of a foreign language indicates a weak development of knowledge in the field of intercultural communication for professional activities as a communication process aimed at ensuring the inter-lingual, intercultural and interpersonal communication between the different language partners and, consequently, a lack of understanding of the types of communication (monological and dialogical, speech and non-verbal, business and personal) and requirements. Thus, the results of the stating experiment indicated rather low level of formation of the secondary language personality of future teachers of a foreign language as a key one in professional activity that actualizes the organization and carrying out of experimental work on formation of the secondary language personality of future teachers of a foreign language in the course of training of intercultural communication for checking of efficiency offered in research of system and a technique, and also approbation of the revealed pedagogical conditions in integral pedagogical process of higher education institution.

The organization and conduct of the formative experiment took place in the course of the natural course of the educational process of teaching intercultural communication using the possibilities of linguodidactic materials, teaching aids in English on intercultural communication, introduction of an elective course: "Linguodidactics in the formation of the secondary language personality".

At the end of the first stage of the pilot study, interviews, questionnaires, tests, and expert assessments were conducted with future foreign language teachers to identify the level of intercultural communication competence in the experimental and control groups, the results of which are presented in Table 3 and Figure 1 below.

Table 3 - Results of the first stage of experimental work on Formation of a secondary linguistic personality of future teachers of a foreign language in the process of teaching intercultural communication

№	Levels	Control group of TarSPU (%)	Experimental group of TarSPU (%)	Control group of KazNPU (%)	Experimental group of KazNPU (%)
1	Low	32,4	34,1	29,5	24,1
2	Middle	56,6	57,8	59,9	62,3
3	High	8,7	8,1	10,6	13,6

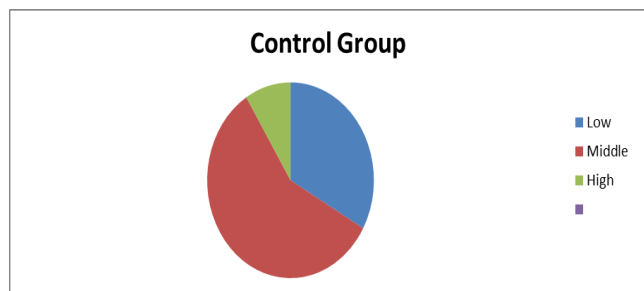


Figure 1 - Results of the first stage of experimental work on formation of the secondary language identity of future teachers of a foreign language in the process of training of intercultural communication

The data in the table and their image in the diagram clearly show that the number of students in the experimental group with an average level of secondary language identity formation has increased significantly (57.8% and 62.3%), and thus the number of students with a low level of education has decreased (34.1% and 24.1%). At the same time, there are not enough future specialists with high levels of secondary language identity, which, in our opinion, is explained by the fact that students have not sufficiently studied intercultural communication for professional activities.

Since the second stage was aimed at the formation of communicative knowledge, development of communicative skills and abilities that form the basis of intercultural communicative competence, we used all-round opportunities of linguodidactic materials in the process of teaching intercultural communication, integration of general education, basic and major disciplines.

At the end of the second stage, we conducted the second section to identify the level of formation of the secondary language personality of future teachers of a foreign language in the process of teaching intercultural communication (Table 4 and Figure 2).

Table 4 - Results of the second stage of experimental work on formation of the secondary language personality of future teachers of a foreign language

№	Levels	Control group of TarSPU (%)	Experimental group of TarSPU (%)	Control group of KazNPU (%)	Experimental group of KazNPU (%)
1	Low	31,6	24,1	29,7	22,5
2	Middle	60,4	60,1	61,9	65,1
3	High	8	15,8	8,4	12,4

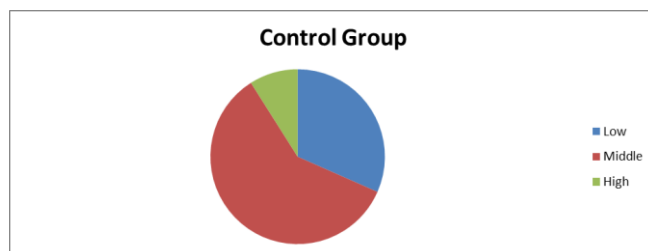


Figure 2 - Results of the second stage of the experimental work Formation of the secondary language identity of future teachers of a foreign language

The above results testify to the effectiveness of the use of linguodidactic materials, the integration of a number of disciplines and the systematic inclusion of pedagogical conditions in the process of formation of the secondary language identity of future teachers of a foreign language, which is reflected in the dynamics of the levels of formation of this integrative quality in the experimental group. However, a small percentage (15.8%) of students at a high level is explained, in our opinion, by the fact that the language knowledge received by students is not yet represented in the whole system, which does not allow them to develop practical and communicative skills.

In this connection, during the third stage, we presented to the experimental group an elective course “Linguodidactics in the formation of a secondary language personality”. The importance of this elective course in the formation of the secondary language personality is noted by the fact that here students receive the fundamental concepts of communication, communication from a professionally-oriented point of view, a number of which, according to credit technology are absent at this stage in the curriculum of the university. The importance of this course was highly appreciated by the students, as it allowed them to systematize the previously obtained fragmented knowledge from the above mentioned disciplines, to reveal their professional significance and to identify the main directions in terms of improving the secondary language identity. At the end of the course students presented abstracts, presentations, projects on one of the proposed topics and answered the control questions, outlined the topics and plans of course and thesis works on the specialty in English at the senior courses.

At the third stage of the formative experiment, in accordance with the content component, future foreign language teachers were trained in intercultural communication for professional activities based on the use of linguodidactic materials, developed textbooks, etc. Training in intercultural communication for professional activities was carried out taking into account the focus on professional activities and the importance of forming the

secondary language identity of future foreign language teachers.

The obtained results testified to the effectiveness of the proposed system and methodology of formation of the secondary language identity of future teachers of a foreign language (Table 5 and Figure 3).

Table 5 - Results of the third stage of the pilot study on formation of the secondary language identity of future foreign language teachers (in %)

No	Levels	Control group of TarSPU (%)	Experimental group of TarSPU (%)	Control group of KazNPU (%)	Experimental group of KazNPU (%)
1	Low	29,7	16,7	26,8	15,4
2	Middle	61,1	64,1	62,9	64,7
3	High	9,2	19,2	10,3	19,9

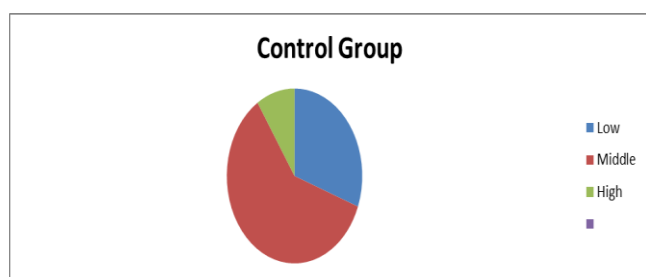


Figure 3 - Results of the third stage of the experimental work

Formation of the secondary language identity of future teachers of a foreign language

Discussion of results

The analysis of the questionnaires, the results of conversations and expert evaluations have shown an interest based not only on the desire to master a foreign language, but also on the acquisition of intercultural skills for professional activity in all its complexity and complexity at a high level. Future specialists were well aware of the main features and importance of studying intercultural communication for their future professional activities, the need for fundamental training and development of key competences, emphasizing the role of a secondary language personality for professional activities.

In the second stage of our research and development work, we used comprehensive possibilities of using linguodiactic materials in the process of teaching intercultural communication. And it should be noted that it is the use of linguistic and water-educational materials in the process of learning to intercultural communication, integration of disciplines gave students the opportunity to form the theoretical and methodological foundations, professionally significant and specific aspects of communication activities for the future profession. At the same time, we attached special importance to intercultural communication training for professional activities, during which we focused on the formation of the secondary linguistic personality of future teachers of a foreign language based on the use of linguodidactic materials, recognition, correct understanding and adequate response to linguistic and cultural differences in communication of different language partners.

The analysis of the results of the intermediate section of the last stage in the experimental group shows a significant increase on the average (64.1% and 64.7%) and at high levels (19.2% and 19.9%) and a decrease in the number of students with a low level (16.7% and 15.4%), which indicates the effectiveness of the proposed elective course and professional orientation of intercultural communication training. Changes have occurred in the levels of secondary language identity and control groups: the percentage of students with a low level of proficiency decreased and a small percentage of students with a high level appeared (9.2% and 10.3%).

Conclusion

In conclusion, it should be noted that the developed system of formation of the secondary language personality of future teachers of a foreign language is an interconnected stage that allows to form an interest in the study of intercultural communication for professional activities, a positive attitude to partners of intercultural communication, to develop and systematize the acquired knowledge on intercultural communication for use in professional activities, to develop communication skills at the level of the results of experimental work allow us to state the growth of the level of secondary language identity of future teachers of a foreign language, which proves the effectiveness of the system and methods developed by us and the legitimacy of the hypothesis put forward, which forms the basis of our study.

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