

Model of Forming Socio-Cultural Identity of University Students VIA Learning a Foreign Language

Khusainova A.A.^a

Kudryavtseva M.G.^b

^{a b} Kazan Federal University, Institute of Management, Economics and Finance, Kazan, 420008, Russia
Email: anisakhusainova@mail.ru

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Abstract

The main idea of the article is the role of a foreign language in forming socio-cultural identity. The authors refer to the idea that learning a foreign language is not just about the language but also involves learning about the culture. They outline that learning a language makes people more tolerant towards other cultures and gives them "extra knowledge" and "extra understanding" of people. This article has reported the results of the research in this pedagogical issue. The authors present the model of forming socio-cultural identity of University students through learning a foreign language, which consists of 4 components. Further research can be carried out on various elements.

Keywords: socio-cultural identity, foreign language, model, components, impact, knowledge

1. Introduction

It is clear to everyone that foreign languages are essential nowadays. The process of learning and speaking a foreign language should be analyzed as a social phenomenon. Learning a foreign language can often improve one's career prospects. Knowing a foreign language gives an edge when competing for an important position. The more languages you know the easier the integration in a multicultural community and labor market is. A foreign language becomes an instrument of socio-cultural change of an individual development.

According to Byram theory a foreign language is more than just a means of communication (Byram, Morgan, 1994). Studying a new language means discovering new worlds connecting with other cultures. Exploring other cultures helps expand personal horizons and become a responsible citizen. Kramsch identifies ways how language and culture are bound together. Language expresses cultural reality, language embodies cultural reality, and language symbolizes cultural reality (Kramsch, 1997). Socialization is linked to language ecology, as it deals with language, not in isolation, but as found in the natural context, where cultural and societal, as well as personal and situational, factors shape language evolution (Kramsch, 1997). Language and its link to identity cannot be denied (Edwards, 2014) (Gudykunst, Yule, 1996) There are historical, social and contextual circumstances which may affect the degree to which language indexes one's ethnicity (Fishman, 2001). Pavlenko & Blackledge's explain how the individuals negotiate their identities (assumed, imposed and negotiable) (Pavlenko, Blackledge, 2004). Noam Chomsky said that "Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied" (Mariou, 2012). Yule adds that "using the term culture to refer to all the ideas and assumptions about the nature of things and people that we learn when we become members of social groups. It can be defined as "socially acquired knowledge" (Keysar, Boaz, Sayuri, Hayakawa, and Sun Gyu An. 2013). Moreover, other authors that have influenced our research are the works of McKay (McKay, 2003), Sandra (Mariou, 2013), Kramsch (Kramsch, 1997), Spradley (Mariou, 2013), and Byram and Morgan (Byram, 2005).

2. Methodology

This study has done by using digital library books, papers.

There is a range of education theories, each with their background in a different psychological and epistemological tradition (Grigorieva, 2014). To form socio-cultural identity through foreign language learning is of the great importance. Its social relevance is based on scientific solutions for practical challenges of social, cultural needs of the society.

Forming socio-cultural identity requires the strategy based on different types of research approaches.

3. Discussion

For any design based on the conceptual analysis of the situation, some ideal image of a desired future is put forward and starts functioning; explore development trends become apparent; the changes that will open the way to useful and limit or eliminate the possibility of adverse trends are planned. A modeling and the use of the model is closely related to the prediction (Galishnikova, 2014)

The effectiveness of the organization of the process of the socio-cultural identity formation by means of a foreign language requires a systematic approach to solving this problem, the definition of the purpose and content of the pedagogical process, and structuring methods, means and forms of organization of the process. Thus, this requirement proves the coherence of developing and implementing of the structural educational model focused on the development of this quality. Educative potential of the subject "foreign language" in the formation of this quality can be enhanced through the development of a pedagogical model of the socio-cultural identity formation through the learning of a foreign language (Mardanshina, Zhuravleva, 2014).

Having chosen the model of design as a form of pedagogical process, we note that in our case - is the form in which develops a single pedagogical process of formation of the socio-cultural identity of pupils by means of a foreign language, with its own purpose, content, methods and techniques of training, training, education and development. According to the structure provided by our pedagogical model is divided into 4 parts.

The target component of our model includes social order, purpose and principles of the pedagogical process. **The substantial component** is the content of the pedagogical process. **The processual component** is process (complex technologies and the forms and methods of work). **The estimating component** includes the criteria of socio-cultural levels of self-determination formation and self-determination of the stages.

Social order of this process is a graduate having his social role determined, during which he makes himself as a citizen, fulfills his professional aims, knowing that he is the subject of his own development. (Baklashova, 2014)

The basic principles of our research are: the principle of tolerance in international relations, the principle of reliance on Cultural Values, the principle of self-creation, the principle of development, the principle of Individuation, the principle of unanimity of the socio-cultural and professional fundamentals. Using the principle of unity of the socio-cultural and professional start in the process of education is of particular interest for our study (Zalyaeva, Solodkova, 2014).

It should be noted that any model as a formalized structure will work only if it's substantive content. As the basis of the model we put the following ideas:

- The specificity of the content of socio-cultural identity formation model in the mode of innovation development and in the context of socio-cultural identity formation is determined by the economic and social aspects of society, cultural traditions, national and universal values (Khusainova, Rahmatullina, 2014);
- The content of the sociocultural identity formation model is determined by the dominant social relationship involving student-centered teaching, love to him in conjunction with a sensible insistence;
- Content is the system of social and cultural knowledge, beliefs, attitudes; - The content model of the formation of socio-cultural identity provides for the development of humanitarian culture of personality based on the integration of global and regional factors on the basis of a systematic, interdisciplinary approach (Kramsch, C. Steffensen, 2008).

Designing pedagogical model of the sociocultural identity formation we identified necessity to develop innovative technologies based on the integration of the various blocks. (Gorelova, 2014) Each block represents a relatively independent block, integrated into the context of the project. It includes both the basic positions and exemplary program activities implemented in the educational process and in extracurricular activities in a foreign language. Each unit has a rule of actions and its specificity, and it is integrated into the process of foreign language teaching.

According to the survey results, it is the teaching method, defined by us as tested endorsed and systematically functioning structure of the activity of actors in the training and learning process that plays an important role in the technology structure. To apply the above-mentioned socio-culturally oriented technologies we offer the following forms and methods of work: traditional methods, methods of intensive training, research methods, methods of problem-creative nature.

The study of the educational potential of the subject "foreign language" and the results of the research allow us to state that on the basis of its teaching material one can develop the personal qualities that make socio-cultural identity. Personality traits (diagnostic indicators) have their symptoms (criteria) that would reveal the level of their development.

On the basis of theoretical and empirical generalizations within the designed model we have defined quality

characteristics and criteria of creative activity on the high, middle and low levels, resulting in a received level model of the development of this quality (Ismagilova, Polyakova, 2014). Recognition of age and individual characteristics is a fundamental pedagogical principle, which helps select the forms and methods of teaching and educational activities (Kalganova, 2014).

We consider the presented pedagogical model of the formation of socio-cultural identity in the process of learning a foreign language to be a system of integrated components of the process mentioned above to tackle the tasks of the desired identity formation.

4. Conclusion

In general, the model of the formation of socio-cultural identity through the learning of a foreign language is an interesting and relevant area of scientific research, since on the one hand it reflects the need of the vocational education system for a new socio-cultural oriented technology, and on the other hand, such studies contribute to the development of scientific apparatus in pedagogy.

This model is an initial methodological basis of the problem research and provides, in our view, a holistic psycho-pedagogical approach to its solution.

Though offering a model with extremely high levels of sociocultural final determination, we cannot expect all students to be able and be willing to achieve the highest level of development. There will be stereotypes influencing people throughout life. However, the use of this theoretical model will foster in students critical thinking and strategic readiness to work with the socio-cultural information.

Table 1. Model of forming socio-cultural identity of university students via learning a foreign language

Target component	
Social order	a graduate having his social role determined, which he makes himself as a citizen, fulfills his professional aims, knowing that he is the subject of his own development
Target	the effective organization of the socio-cultural identity formation process: preparing students for an active and full cooperation in the modern multicultural world via a foreign language, the creation of conditions to promote the vision of students' growth prospects through a foreign language learning, taking into consideration the internationalization of society, stimulating students' activity and motivation.
Tasks	<ul style="list-style-type: none"> • Raising students' awareness of the importance of socio-cultural identity via a foreign language in the global human processes; • The selecting and including pedagogical tools in the educational process; • The inclusion of students in a variety of social activities and relations to master the system of social roles; • Activation of communicative competence of students in a foreign language • Increasing interest rate in a foreign language learning.
Substantial component	
Content	is determined by natural, economic and social conditions of modern life, cultural traditions, national and universal values, as the native language, with the ideas about cultural diversity of the learning language the variability and diversity of the training programs content for foreign language required for the formation of socio-cultural identity of students, continuity in the content of teaching foreign language system (secondary school-University) humanities specialization of the content of foreign language considering the experience of folk pedagogy, opportunities of harmonious development of personality developing humanistic culture based on the integration of global and regional factors increasing the motivation of learning
Processual component	
Forms and Methods	Independent Research Projects of students: cultural studies problem based tasks, mini-conferences, debates, panel discussions, business games, seminars on geography, "brainstorming"; case studies, historical projects, creative book projects, Internet researches, teaching local history, extracurricular activities; poster presentations
Stages of the identity formation	Preparatory Organizing Fixing

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