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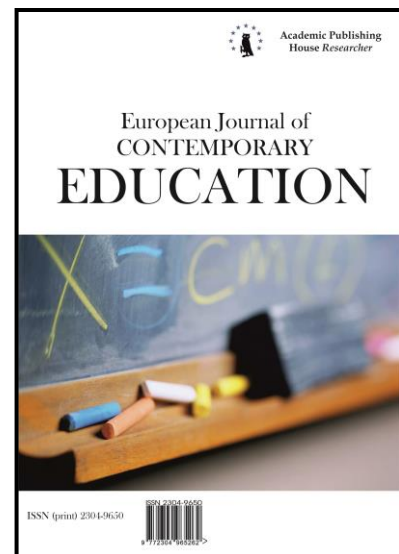
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Continuous Linguistic Rhetorical Education as a Means of Optimizing Language Policy in Russian Multinational Regions

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Abstract

Drawing on the function of Russian as a state language the paper proposes a concept of continuous linguistic rhetorical (LR) education perceived as a means of optimizing language policy in Russian multinational regions. LR education as an innovative pedagogical system shapes a learner's readiness for self-projection as a strong linguistic personality of a dialogical, democratic, multicultural type transformed into a professional linguistic personality at the higher school level. From the standpoint of parity and mutual complementarity of languages in the context of national-Russian bilingualism and multilingualism the article outlines principles of bi (poly) linguistic education. The latter contributes to the formation of substructures of a learner's "primary" and "secondary" linguistic personalities on the complex basis of the integral LR competence of a mixed type with a successive formation of a learner as an active and conscientious subject of the discursive processes of the 21st century Russian multiethnic socio-cultural and educational space at all educational levels. From the process-dynamic perspective the goal of the innovative pedagogical process suggested by the system of continuous LR education in multi-national regions consists in forming a learner's readiness for effective communicative-cognitive activity on the basis of bi(poly) linguistic LR competence of a mixed type. The components of this readiness include motivation-volitional, informational-semantic, operational-actional, empirical; the criteria for the readiness level are motivational, reflexive, theoretical, practical.

Keywords: Sochi Linguistic Rhetorical (LR) School, upgrading Russian education, competence approach, language policy, national-Russian bilingualism, Russian as a state language, bi(poly)linguistic model of LR education.

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1. Introduction

Problems of balanced language policy in a multinational state are important not only for the Russian Federation, but also for other countries of near and far abroad. Therefore they attract the attention of educators, linguists, sociologists, psychologists, political scientists and other specialists which is testified by recent numerous publications. For example, the philologists of the Kabardino-Balkaria Republic regularly and profoundly deal with the problems of language education in the North Caucasus "in the ethno-regional multilingual environment" (Bashieva et al., 2014; Bashieva et al., 2015; Bashieva et al., 2017, and others). The researchers study the formation of a linguistic personality in a multinational region from the perspective of the Russian-wide and ethno-cultural identity of the North Caucasian peoples (Bashieva et al., 2013a) with a special attention to the language of instruction at the elementary educational level (Bashieva et al., 2013b), as well as the formation of a bi-linguistic personality as a complex cognitive process (Bashieva, 2014), bilingualism and multilingualism as a unifying foundation of North Caucasian sociolinguistic and cultural communities (Bashieva & Dohova, 2016), etc. The cited works suggest that the learners' native language should be used in those regions while the transfer to teaching in the Kabardin and Balkar languages (especially in rural schools) fails to solve the problem of mastering the mother tongue which is lost in a multilingual environment.

We proposed a conception of continuous linguistic rhetorical (LR) education in its bi(poly)linguistic modification which is topical for the multinational regions of the Russian Federation and can serve as a means for optimizing language policy in the context of national-Russian bilingualism and multilingualism.

The proposed conception rests on a number of basic concepts:

The linguistic personality is the subject of receptive-analytical, reproductive-constructive and productive-creative communicative-cognitive activity concerning perception, processing and production of information about the world and humans in the form of a coherent speech flow, i.e. discourses of various types, recorded in texts of different genres and styles as semiotic results of cognitive processes.

The secondary linguistic personality is the subject of cognitive activity performed in a foreign language within the psycholinguistic continuum of the other culture mentality, being incorporated into perception, processing and production of information about the world and humans in the form of a stream of connected speech, i.e. discourses of differing genres and styles, as a semiotic result of the cognitive process in one (bilingualism) or several (multilingualism) non-native languages.

The linguistic personality's integral LR competence is a complex of knowledge, skills and habits of the subject of discursive processes concerning language operations (the sphere of linguistics), textual acts and communicative activities (the sphere of rhetoric). The structure of LR competence subsumes three sub-competences correlating with the "language – speech – speech activity" trichotomy: linguistic, textual and communicative. In the context of cross-linguistic communication, the fourth – ethnocultural-verbal – subcompetence turns out to be important. The mechanisms for implementing the integral LR competence – orientational, inventive, dispositional, elocutionary, mnemonic, actional, editorial-reflective, psycho-rhetorical (feedback of the addressee) – constitute psycholinguistic complexes of interdependent skills and abilities. They allow the subject of discursive processes to carry out effective cognitive activity in the receptive-analytical, re-productive and constructive-productive registers, oral and written forms, monological and dialogical modes of socio-cultural communication, various styles, types and genres of speech. Language as a "giant mnemonic conglomerate" (B.M Gasparov) brings about the idea about the priority of the mnemonic mechanism of implementing LR competence in the system of continuous bi(poly)linguistic education.

The integral LR competence is the medium of the foundations of cognitive activity of the subject of discursive processes. Those foundations are spiritual-moral (ethos), emotional-volitional (pathos), intellectual-mental, discursive (logos) and intuitive-integral comprehension (sophia). LR competence taken in the totality of its subcompetences and implementation mechanisms is posed as a method of internalizing, structuring and verbalizing the contents of the linguistic personality's other competencies which are developed according to the Federal State Educational Standards: overall, general professional and special.

2. Materials and methods

The material for the article is based on the results obtained by Sochi LR school representatives: dissertations and research projects as well as data from the project "Continuous Linguistic Rhetorical Education: Scientific and Methodological Recommendations for the Southern Federal District".

In the examples below the size of experimental and control groups is 31 and 32 students (Table 1) and 65 and 66 schoolchildren (Table 2) respectively.

The study employs the systemic and synergistic approaches as well as general scientific methods: comparative analysis, categorization of concepts, modeling, quantitative analysis, etc. The complex LR method combining the concepts of anthropocentric and systematic linguistics, rhetoric and new rhetoric is applied to the study of cognitive phenomena, discursive processes and textual corpuses as their products. General pedagogy, professional education theory and methodology are represented by the following methods: observation and analysis of educational and methodological materials, of products of pedagogical and educational activities; algorithms of pedagogical project-formation (Tyunnikov, 2000); testing, interviewing, pedagogical experiments, etc.

3. Discussion

We develop the principles of designing LR education system as an innovative pedagogical phenomenon correlating with the existing stages of forming and testing this concept ion as their meaningful generalizations (Figure 1):

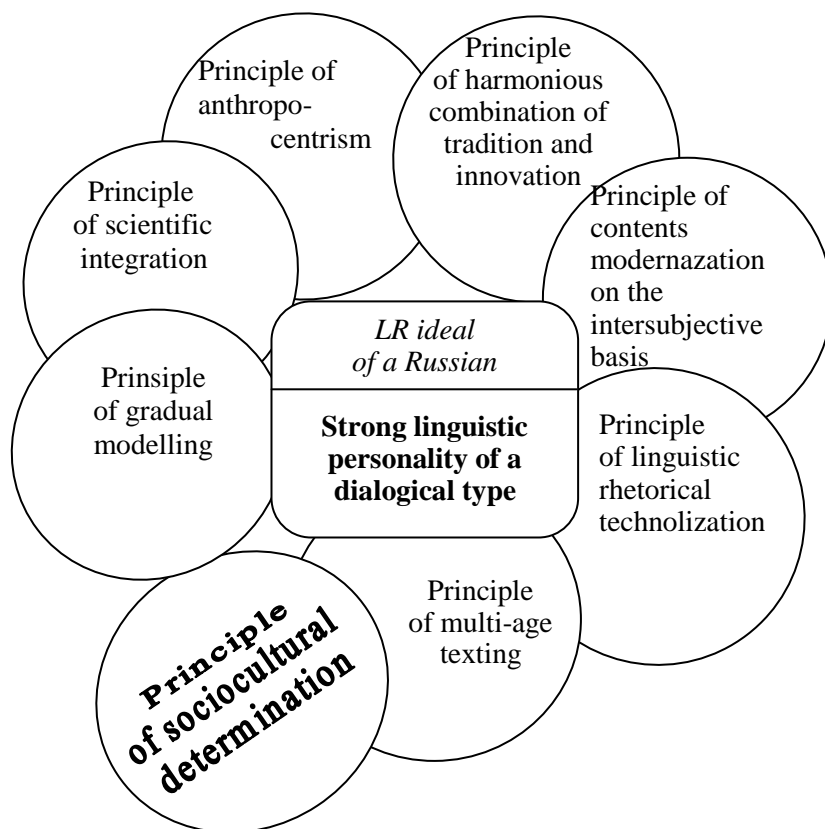


Fig. 1. Principles of projecting LR education as an innovative pedagogical system.

The principle of sociocultural determination provides the tracking of the dynamism of sociocultural realities so as to respond timely and adequately so as keep balance between the social system and educational practice; predetermines the dependence of the LR education conception on the genuine needs of the cultural and educational environment with respect to forming the communicative cognitive culture of the linguistic personality as a whole and its reproduction in

future generations with desirable modifications. *The principle of scientific integration* provides for the synthesis of available philological, psychological and pedagogical research prerequisites for the design of the educational process concerning communicative cognitive training according to the LR approach; integration of achievements, new trends in science and practice within the framework of the secondary methodology derived from systemic and synergetic approaches.

The principle of anthropocentrism provides for the interdependent development of theoretical and methodological aspects of the LR educational conception: the linguistic personality as an initial research construct, the structure of the integral LR competence, the mechanisms for its implementation in different registers, regimes, forms of communication as the theoretical basis for teaching the language; outlining the strategic goal of educational policy concerning language and speech as the formation of a strong linguistic personality of a democratic type, etc.).

The principle of harmonious combination of tradition and innovation provides for the successive nature of innovative policies that support progressive trends in the theory and practice of national language education.

The principle of step-by-step modeling provides for the construction of a successive model chain that specifies the contemporary modification of the national LR ideal as a strategic goal of education for different levels.

The principle of content modernization on the interdisciplinary basis provides for upgrading the courses (primarily philological and methodological) meant for different educational levels, rhetorization of the educational and upbringing process drawing on all disciplines treated as a subject of speech activity; creation of a set of successive educational syllabuses, teaching and methodological aids on the LR conceptual basis.

The principle of technological development provides for the correspondence of the instrumental technological support for the educational process concerning the sphere of studying language, speech, literature, world culture, and all other disciplines so as to achieve the ultimate goal of forming a strong linguistic personality of a democratic type.

The principle of multi-age testing provides for the parallel experimental work with linguistic personalities of different generations in their interaction, the simultaneous formation of LR competence of the students of pedagogical specialties, educators, teachers reaching schoolchildren; the specificity of the formation and functioning of the integral LR competence at different age and education levels is explicit for all learners generating an effect of mutual teaching.

The strategic goal of the continuous LR education is a successive formation of a learner's readiness for self-projection as a strong linguistic personality with a systemic self-development of a future specialist of any profile at the higher education level in keeping with the I-concept of a professional linguistic personality. Within the framework of the formative experimental work covering the stages from elementary school to the post-graduate level, the corresponding instrumental and technological support was registered. Each subsequent step registers a limited number of first-time pedagogical tools, types of tasks and exercises against the background of emphasized innovations introduced into the basic pedagogical toolkit (the method of modeling rhetorical events as the leading one and specifying its methods: receptive-analytical, reproductive-constructive, productive-creative in the monological and dialogical modes, oral and written communication forms). The culturological basis serves for the development of LR educational strategies and tactics in the form of a scientific methodical syllabus with the justification of the educational policy concerning the Russian language: the transformation of the post-Soviet language situation in Russia into a genuinely democratic one which is specified in the monograph (Vorozhbitova, 2015).

The theoretical theses outlined above are exemplified by the results of a forming experiment with the history students of the socio-pedagogical faculty at Sochi State University on the topic "The linguistic rhetorical ideal as a forming factor of a teacher's professional linguistic personality". Fig. 2. demonstrates the dynamics of indicators according to the value-orientation criterion of readiness for speech self-improvement based on the LR ideal.

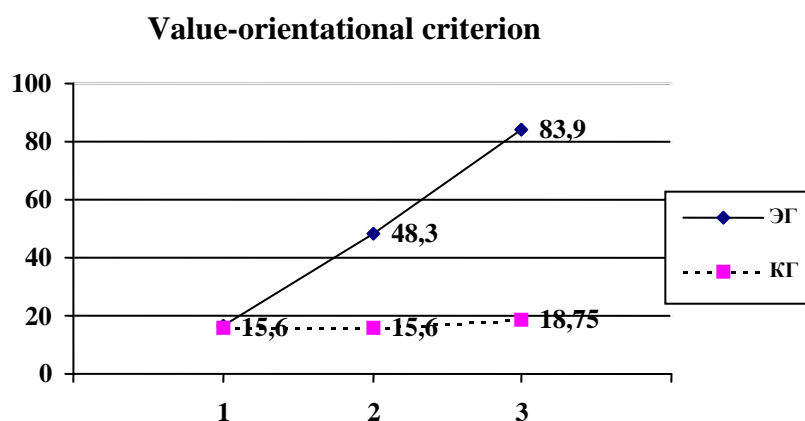


Fig. 2. Dynamics of value-orientational indicators according to the criterion of readiness for personal development on the basis of LR ideal (%).

The final diagnostics recorded significant positive changes in personal and professional orientation of the students in the experimental group: they demonstrated an increase in the levels of social motivation, self-esteem and more objective self-assessment (Table 1). The significance of the percentage indicators in the experimental and control groups was checked by mathematical methods (Yuryeva and Vorozhbitova, 2014).

Table 1. The results of the final diagnostics in the experimental (EG) and control groups (CG)

Criterion for readiness for communicative self-improvement according to the LR ideal	Initial diagnostics		Intermediate diagnostics		Final diagnostics	
	EG	CG	EG	CG	EG	CG
1) value-orientational	16,6%	15,6%	48,3%	15,6%	83,9%	18,75%
– knowledge level	31%	33%	62%	51,8%	83%	12,5%
– professional orientation	20%	12,5%	48,3%	15,6%	67%	25%
2) self-evaluative	80%	74%	46%	78%	52%	81%
3) motivational	15%	18%	58%	17,2%	82,6%	19,4%
4) professional-communicative	13,3%	15,2%	43%	37,5%	80%	46%

We checked the significance of the difference in the percentages of the experimental and control groups using a special formula (Kyveryalg, 1971):

$$t = \frac{D}{mD} \% , \text{ where } t \text{ is the critical ratio. If } t > 3, \text{ then the difference of two percentages}$$

can be considered reliable.

$D = p_1 - p_2$ – is the difference between the percentage numbers

(p_1 is the percentage of achievement in the experimental group, p_2 is the percentage in the control group)

$mD\%$ is the average error of the difference of percentage numbers. It is calculated by the formula:

$$mD\% = \frac{p_1q_1 + p_2q_2}{n_1 \times n_2}, \text{ where}$$

n_1 – is the number of students in the experimental group;

n_2 – is the number of students in the control group;

$q_1 = 100 - p_1, q_2 = 100 - p_2$

In this way, we verified the significance of each criterion of the percentage indicators in the final diagnostics in Table 1. Accordingly, in the process of determining the significance of the

difference in the percentage of students' achievement in the experimental and control groups, the following results were obtained:

according to the value-orientation criterion: $D = 42\%$ $mD\% = 4.11\%$ $t = 10.1$;

according to the level of knowledge: $D = 70.5\%$ $mD\% = 2.52\%$ $t = 27.9$

according to the professional orientation: $D = 65.15\%$ $mD\% = 2.9\%$ $t = 22.4$;

according to the motivational criterion: $D = 63.2\%$ $mD\% = 3.025\%$ $t = 20.8$;

according to the professional-communicative criterion: $D = 34\%$ $mD\% = 4.11\%$ $t = 8.26$.

(Self-assessment of the students in the experimental group became more adequate, in the control group it remained overestimated).

The data given above has led us to the conclusion that since $t > 3$, the difference in percentages in the experimental and control groups can be considered undoubtedly reliable.

We conducted the pedagogical investigation into the bilingual aspect of school and university education: 1) Russian as a mother tongue or "the second native language" (for learners of other nationalities in Sochi); 2) a studied foreign language (English). The mixed, balanced bilingualism was found preferable for the continuous LR system (Timofeev & Vorozhbitova, 2014) since in case of mixed bilingualism two sets of linguistic symbols are associated with the same set of concepts, while in case of coordinated bilingualism the symbols are related to two groups of concepts (Hamers, Blanc, 2000). It is obvious that the mixed bilingualism has undeniable advantages over the coordinated type, since the units of the "verbal-semantic level of the linguistic personality" (Karaulov, 2002) speaking different languages refer to the same concepts of the cognitive level. In other words, they are indirectly related to each other with a significant reduction in the number of errors when speakers switch languages.

The pilot work on the LR development of the communicative culture was carried out in the context of multilingual education at Sochi Gymnasium No 1. This is the elementary level with teaching foreign languages: English (from the first grade), French (from the second grade), German (from the fourth grade, optional). The role of the coordinating nucleus was performed by the original optional course "Master of Communication", which includes components in Russian and foreign languages.

Below you can find the data exemplifying the achievements of the second grade learners: the initial diagnostics was carried out at the beginning of the second year of study, the final one took place at the beginning of the third year after the summer holidays (assessment of the children's residual knowledge). The results of the initial and final diagnostics can be found in Table 2.

Table 2. The results of the initial and final diagnostics of the learners' knowledge in the experimental (EG) and control groups (CG)

Groups	Distribution of the pupils of the EG and CG with respect to communicative culture											
	Initial diagnostics						Final diagnostics					
	high		Medium		low		high		medium		low	
	pers.	%	pers.	%	pers.	%	pers.	%	pers.	%	pers.	%
Value-motivational criterion												
EG-1, 2, 3	4	6	44	68	17	26	65	100	0	0	0	0
CG-1, 2, 3	3	4	58	88	5	8	5	7	58	88	3	5
Knowledge criterion												
EG-1, 2, 3	6	9	44	68	15	23	54	83	8	12	3	5
CG-1, 2, 3	9	14	38	57	19	29	13	20	40	60	13	20
Practical criterion												
EG-1, 2, 3	0	0	31	48	34	52	25	38	39	60	1	2
CG-1, 2, 3	0	0	36	55	30	45	0	0	38	58	28	42
Reflexive criterion												
EG-1, 2, 3	5	8	57	87	3	5	63	97	2	3	0	0
CG-1, 2, 3	7	11	54	82	5	7	12	18	52	79	2	3

The significance of the experiment results was verified by Pearson's chi-squared test: the values of χ^2 for the experimental groups in comparison with the control groups confirmed the

significance of differences in the distribution of children in terms of communicative culture between the initial and final diagnostics.

Control groups: values $\chi^2 = 1,5; 0,96; 0; 0,859$. The corresponding $(n-1) = 2$ value of χ^2 with a significance level of $p = 0.05$ is 5.99. Since the empirical values of the criterion are less than the critical value χ^2 , the obtained result does not confirm the significance of the differences in the distribution of schoolchildren in terms of communicative culture between the initial and final checks in the control group.

Experimental groups: values $\chi^2 = 20,045; 106,974; 9,308; 18,181$. The corresponding $(n-1) = 2$ value of χ^2 with a significance level of $p = 0.05$ is 5.99. As can be seen, χ^2 observations are larger than the table value. The result obtained in the experimental group confirms the significance of differences in the distribution of schoolchildren in terms of communicative culture between the initial and final diagnostics (Tihonova & Vorozhbitova, 2016).

From the pedagogical perspective the formation a learner as a strong linguistic personality was investigated with respect to the function of Russian as a state language in the context of national-Russian bilingualism and multilingualism in a number of constituent entities of the Southern Federal District and the North-Caucasian Federal District formed in 2010. The outright novelty of the social linguocultural situation in the 2010s Russia consists in a non-declarative recognition of national-Russian bilingualism in the regions, parity of Russian and mother tongues as national languages and consequently in a certain redistribution of their functions in state government, office work, education, cultural life towards an increase in the share of a particular national language. But even in case the mother tongue functions only in the family, in informal communication or accompanies ethno-cultural traditions, one can observe an intensification of the necessity that all the representatives of a particular nationality should know it so as to preserve and strengthen their ethnic self-awareness. This requires an appropriate scientific methodological reshaping of the whole process of teaching languages within the framework of the proposed conception of continuous LR education with its bi(poly)linguistic modification.

4. Results

1. In the context of the revival, preservation and development of national languages, especially of those spoken by small national groups, the state of Russian as a state language and its stability play a significant role. Despite minor manifestations of nihilism in separate national republics, the overwhelming majority of the non-Russian population of the Southern and North Caucasian federal districts is susceptible to the Russian language, ready to study it which is proved by a high percentage of national-Russian bilingualism on that territory. At present, one can speak about the following stage of language reform in Russia which implies the necessity to further strengthen the position of the Russian language and fully implement language laws adopted in many national republics.

2. Language is one of the main components of an individual's national identity while language problems can become a major factor in fomenting ethnic strife. Accordingly, the language policy in the Russian Federation should be aimed not only at strengthening the positions of Russian, but also at the development of national languages as well as the creation of effective models of Russian-national and national-Russian bi- and/or poly-lingualism. A universal model of forming a bi(poly)linguistic communicative-cognitive culture based on the adequate principles is to be adjusted in each particular region with respect to its ethnic, cultural, linguistic and religious identity. The development of a balanced multilingualism requires sufficient financial resources, but it this approach that should become the leading factor of providing for the stable interethnic relations and prosperity of the state as a whole: no doubt the bilingual competence constitutes "a linguistic and cultural asset necessary for the reproduction and promotion of material and political capital" (Shezheva, 2003).

3. The 21st century language situation of multilingualism and multiculturalism in the Russian Federation where national languages perform a state function alongside with Russian as a language of interethnic communication requires a systemic continuous LR education in native, Russian and foreign languages so as to update the language policy in the sphere of the population's speech culture. The research into this problem confirms that in the Russian Federation's multinational regions the conception of continuous bi(poly) linguistic LR education can fully and systematically

solve the tasks of the Federal Target Program "Russian Language" for 2016–2020, concerning the "promotion of the effectiveness and accessibility of the system of learning the Russian language as native, non-native, and foreign; improving the conditions for the development of staff capacity and the methodological potential in the field of teaching Russian" ([Federal'naya celevaya program "Russkij yazyk", 2015](#)).

4. Due to the inseparability of thinking and speaking, the methodological conception of linguistic rhetoric provides for the formation of the communicative-cognitive culture of a linguistic personality as a speaker of Russian and native languages of indigenous nationalities as well as migrants. The conception of continuous LR education is a theoretically and methodologically substantiated means for the effective formation of the linguistic personality's communicative-cognitive culture at different educational levels which include the system of upgrading the qualification of specialists belonging to various social groups while its bi-linguistic interpretation suits multinational regions. Moreover, from the theoretical standpoint of the "linguistics of language existence" ([Gasparov, 1996](#)), the multi-linguistic context confirms the validity of the scientific and methodological hierarchy: the formation of the learners' communicative competence must be in the focus of a teacher's attention; the dominant teaching method is to model different types of speech events and to enrich the learners' language memory with optimal rhetorical speech chunks in various modes, registers, forms, styles, types and speech genres.

5. The principles of designing the LR bi(poly)linguistic educational model for the national-Russian bilingualism are supposed to provide for the simultaneous process of forming Russian and foreign language substructures of the integral LR competence which results in the formation of bi(poly)linguistic communicative-cognitive culture of a linguistic personality.

The founding principles of the LR competence for the multinational regions are as follows:

1) The principle of harmonious development of the linguistic personality of a citizen in a multicultural region of the Russian Federation with respect to the mother tongue and the Russian language.

2) The principle of a learner's development as a strong linguistic personality of a dialogical, democratic, multicultural type on the bi(poly)linguistic basis.

3) The principle of cultivating linguistic loyalty as a degree of adherence to the mother tongue.

4) The principle of an interrelated rise in socio-cultural status of the mother tongue and Russian as a state language.

5) The principle of parallel and simultaneous formation of LR competence pertaining to the substructures of the mother tongue and Russian as well as foreign languages constituting the basis for bi- and polylinguistic communicative-cognitive culture of a personality.

6) The principle of coordinated sociocultural support for the process of developing a bi- and polylinguistic personality with the command of the native, Russian and foreign languages.

7) The principle of bi(poly)linguistic diagnostics and monitoring in the educational process.

The implementation of the suggested principles in the context of the continuity and succession of educational levels is meant to deliver the effectiveness of the process of forming the bi(poly)linguistic communicative-cognitive culture of the linguistic personality in the multinational Russian Federation (see [Figure 3](#)):

6. The logical strategic priority of educational policy at a new stage in the development of Russian society is the sociocultural model of "strong bi(poly)linguistic personality of a dialogic, democratic, multicultural type" which for the higher school level means a "professional bi(poly)linguistic personality". The components of this model include (1) a high degree of LR competence based on mixed and balanced bi(poly)lingualism in three (or more) languages: the mother tongue, Russian as a state language, an acquired foreign language; (2) the overall cultural, general professional and special erudition of extralinguistic nature (the form and content of ethically responsible communicative-cognitive activity); (3) the democratic strategy of dialogue between nationalities in the sociocultural communication as a dominant of interpersonal relations.

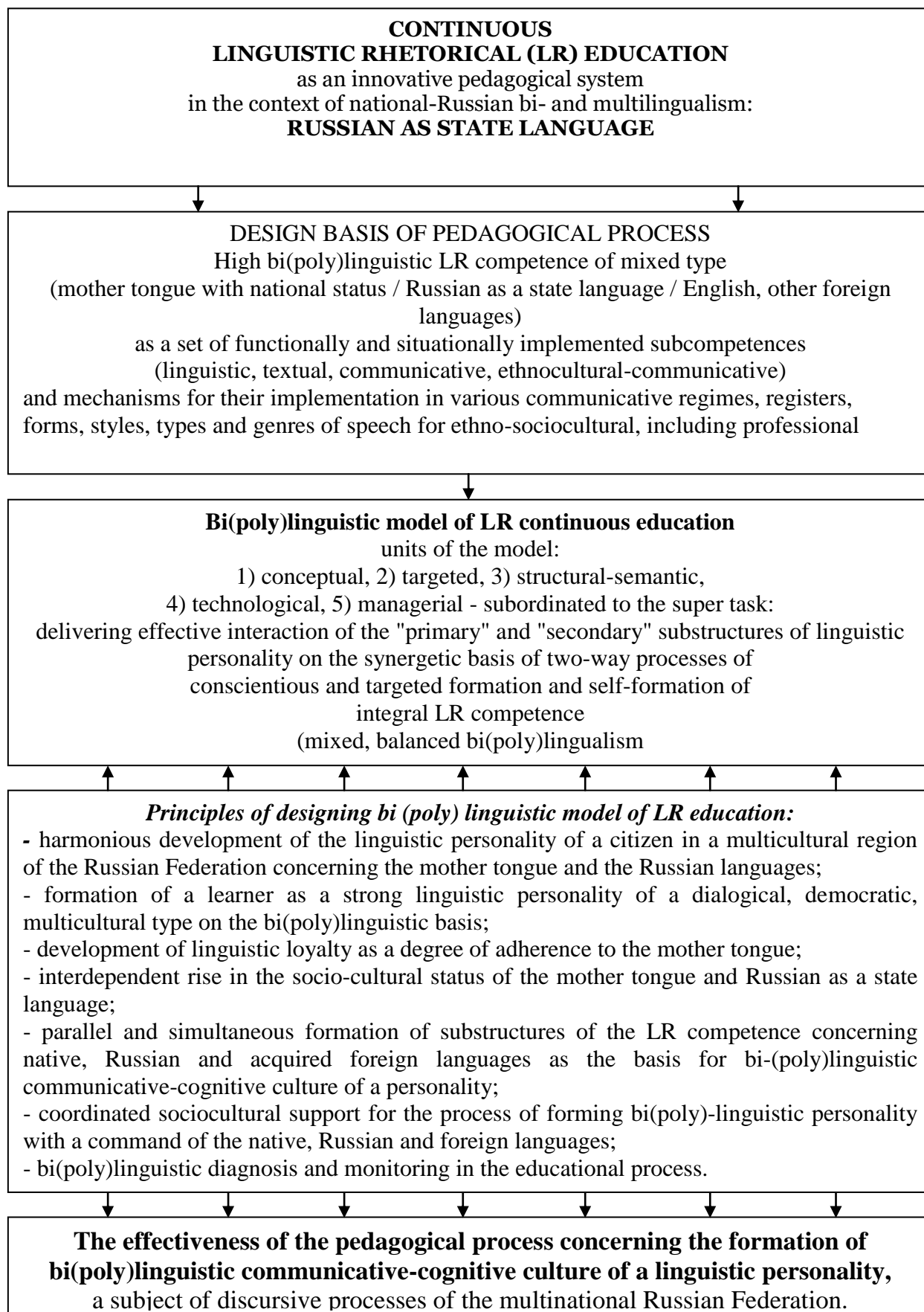


Fig. 3. Theoretical-methodological basis of bi(poly)linguistic model of continuous LR education in the context of national-Russian bilingualism and multilingualism.

The model of continuous LR education in its bi(poly)linguistic modification includes the following units: conceptual, targeted, structural-semantic, technological, administrative. In the course of their implementation, an effective interaction of the substructures of a learner's linguistic personality – "primary" and "secondary" – is supported on the synergetic basis of the oncoming processes of deliberate formation and self-formation of the integral LR competence of a mixed type. The substructures of the "secondary linguistic personality" may include two or more components with respect to the number of languages used by a subject of discursive processes in daily communication.

7. The development of the target unit in the bi(poly)linguistic model of instruction in the context of national-Russian bilingualism presupposes that the ultimate goal of the dynamic pedagogical process consists in the formation of the learner's readiness for an effective communicative-cognitive activity on the basis of the bi(poly)linguistic LR competence of a mixed type. This readiness is defined as a new psycholinguistic formation in the structure of linguistic personality of an integrative motivational-volitional, intellectual-perceptual, operational-actional nature serving as the foundation for the formation of a mixed bilingualism as a cognitive organization of an individual, which constitutes the basis of bi(poly) communicative-cognitive culture of a strong linguistic personality of a dialogical, democratic, multicultural type. The components of this readiness constituting sub-goals of the second level of the educational "goal tree" include: 1) *motivational-volitional* (LR orientation, "aspiration"); 2) *informational-semantic* and 3) *operational-actional* treated as a competence itself in the mother tongue and the Russian language, knowledge, skills and habits (LR orientation, "ability"); as well as 4) *empirical* (the accumulation of the experience of testing and self-correction of bi(poly)linguistic LR competence). The semantic-logical units of the LR educational system are isomorphic to the enumerated components. The "technological" facet of this readiness rests on the desired type of linguistic personality's cognitive organization, discussed above: *mixed, balanced bi(poly)lingualism*. The mixed type of bilingualism is simultaneous and balanced as well as co-ordinate, but not vice versa implying a good command of both languages with a switch of thinking processes to the language active at a particular moment (Timofeev & Vorozhbitova, 2014).

The dynamics of forming the necessary readiness in the unified interconnection of its components allows us to track the following criteria:

1) the motivational criterion presupposes the existence of a desire for speech self-perfection both in the mother tongue and in Russian as well as in a foreign language; the need for regular overcoming and preventing interference (direct and reverse), in the formation of balanced knowledge, skills and habits in all the languages;

2) the reflexive criterion concerns the learners' ability to resort to the criterion grid of the LR ideal so as to self-evaluate their qualities as a linguistic personality, the communicative qualities of their own speech, the available skills of communicative-cognitive activity in its monological and dialogical regimes, productive and receptive registers, oral and written forms;

3) the theoretical criterion consists in the knowledge of sources and mechanisms of interference and reverse interference; types of bi(poly)lingualism, methods of translation etc;

4) the practical criterion regards the readiness of the mechanism of bi(poly)lingualism, of the translation techniques and skills from the linguistic, textual and communicative aspects of the integral LR competence.

8. The LR basis for interdisciplinary integration of the educational process with attention to the universal processes and mechanisms of communicative-cognitive activity contributes to its effectiveness in any kind of educational syllabus: scientific, economical, etc. The system of continuous LR education is realized through a complex of successive educational syllabuses which include the regional component of bi(poly)linguistic training. This system concerns the following levels of LR education: preschool; general with primary, core secondary (complete) sublevels; professional with initial, secondary, higher (bachelor's, master's, postgraduate levels); doctoral, post-doctoral; optional (clubs, sections, courses, etc.).

In a multinational region, what is necessary is the integration of the structure of the linguistic personality's LR competence, his/her subcompetencies and mechanisms of their implementation into the educational process of studying both Russian as the state language and the mother tongue as well as foreign languages. The condition for the successful formation of LR competence of a Russian-language speaker in non-Russian students is similar to the work concerning their mother

tongue on the theoretical basis of bi(poly)linguistic approach. It allows to boil down the language interference and to enhance the effect of positive transfer.

9. For the Russian population of a polyethnic region, the formation of the communicative-cognitive culture in the monolingual context of the LR competence traditionally plays the central role underlying the study of foreign languages which is hampered by the lack of knowledge of the Russian literary language. However, the rise in the effectiveness of socio-cultural communication requires that the Russian-speaking population should study the languages of the indigenous population according to the principles set out above. In the areas of national-Russian bilingualism it is necessary to develop and test the interdisciplinary course "Basis of bi(poly)linguistic communicative-cognitive culture". It serves as a theoretical operational foundation for the formation of the willingness of a linguistic personality for a positive self-projection at different educational levels. This course is supposed to include an enhanced translation component that can be used as a leading means to optimize the process of perfecting all types of speech activity in Russian and other languages.

10. The bi(poly)linguistic model of the LR education provides a parallel process of building up the substructures of the linguistic personality – "primary" and "secondary" – according to the number of acquired languages. It is done on the basis of a complex formation of the integral LR competence of a mixed type, adequate and optimal formation at all educational levels of bi(poly)linguistic communicative-cognitive culture of a learner as an active and conscientious subject of actual (current) discursive processes in the Russian socio-cultural educational environment of the 21st century. An important aspect of linguistic building concerns the acquisition of the local national languages by the Russian-speaking population, the development of Russian-national bilingualism to avoid tension in national relations triggered by the unilateral approach to bilingualism.

5. Conclusion

The paper has outlined the problems of Russian as a state language functioning in the multinational regions of Russia and proposed a conception of continuous education as a means of optimizing the language policy.

The design basis of the innovative pedagogical process in the system of LR education is represented by a high level of bi(poly)linguistic LR competence of a mixed type: 1) the native national language; 2) Russian as a state language; 3) an acquired foreign language with this position being occupied by English. The formation of the integral LR competence rests on its bi(poly)linguistic components as a set of functionally and situationally actualized subcompetences and mechanisms for their implementation in various communicative regimes, registers, forms, styles, types and genres of speech for the ethno-socioculturally dependent communication sphere including vocational. The integral LR competence includes the following subcompetencies: linguistic, textual, communicative, ethno-communicative. They are implemented via the following mechanisms: orientational, inventive, dispositional, elocutionary, mnemonic, actional, editorial-reflective, psycho-rhetorical (feedback from the addressee). Differing from the coordinative type, mixed bilingualism maximally neutralizes the negative interaction between the linguistic units of two languages due to the unification of the conceptual system structuring the linguistic personality's cognitive level.

In the context of the national-Russian bilingualism the overarching goal of the discussed conception consists in bringing up a strong, professional linguistic personality as a subject of a multinational state by forming a learner's bi(poly)linguistic communicative-cognitive culture. Otherwise, as regional studies suggest, schoolchildren fail to master both the mother tongue and the Russian language.

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