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Published in the Slovak Republic
European Journal of Contemporary Education
E-ISSN 2305-6746
2020, 9(1): 177-188
DOI: 10.13187/ejced.2020.1.177
www.ejournal1.com

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Linguistic Rhetorical Ideal as a Development Factor of Multiethnic, Sociocultural and Educational Space in the Aspect of the Formation of a Professional Linguistic Personality

Alexandra A. Vorozhbitova ^{a,*}, Anna V. Yuryeva ^b, Alexander V. Timofeyev ^b,
Olga V. Ignatyeva ^a

^a Sochi State University, Russian Federation

^b Sarov Physics and Technology Institute of National Nuclear Research University MEPhI,
Russian Federation

Abstract

The paper characterizes the category of developed Linguistic rhetorical (LR) ideal developed by the authors. The phenomenon is a binding core, the epicenter of the social cultural and educational space (PESCES) and is a powerful factor for the formation of a professional linguistic personality of a specialist working in any field or having different educational specialization. In the first place it is relevant for a future teacher for whom language skills are especially important. In the course of communication with students of all ages educates new generations instilling the norms and requirements of the LR ideal that is timely for this stage of cultural and historical development of the state and its PESCES. In the process of the pedagogical research the experimental work was conducted with the first year students of Sochi State University specializing in history and foreign languages within the framework of the optional course “Basics of speech self-improvement”. The testing results of the theoretical model witness the efficiency of the process developed within the framework of Sochi school continuous Linguistic & rhetorical education. This approach is based on the result-oriented complementary organisation of counter-processes of designing an innovative pedagogical process and self-design of a learner as a strong linguistic personality of a dialogic, democratic and polycultural type (general culture foundation of university training within the framework of Federal State Educational Standards) and professional linguistic personality (specialized foundation of a training program).

Keywords: Sochi Linguistic rhetorical (L&R) School, Continuous L&R education, Linguistic rhetorical (LR) ideal, polyethnic social cultural and educational space (PESCES), professional linguistic

* Corresponding author

E-mail addresses: alvorozhbitova@mail.ru (A.A. Vorozhbitova), annyurieva@yandex.ru (A.V. Yuryeva), avtimofeyev@mephi.ru (A.V. Timofeyev), olgav77@mail.ru (O.V. Ignatyeva)

personality, strong linguistic personality of a dialogic, democratic, multicultural type, designing an innovative pedagogical process, self-designing a student in the criterion grid of the LR ideal.

1. Introduction

The goal of the article is to characterize in theoretical and methodological terms the linguistic rhetorical (LR) ideal category developed by the authors, as well as to present the course and results of its practical implementation as a trigger of the university educational process into its pedagogical design, modeling and testing among the student audience.

The conceptual platform of the Sochi L&R School is in tune with the thesis of the French school of neorhetoric that the rhetorical function objectively acts as a transcendent one ([Obshchaya ritorika, 1986](#)). Various aspects of its implementation were systematically presented in the works devoted to epistemologically-oriented communication, primarily scientific ([Druzhinina, Vorozhbitova, 2019](#)) and pedagogical ([Timofeyev, Vorozhbitova, 2019](#); [Yuryeva, Vorozhbitova 2019](#); [Datsun, Vorozhbitova 2018](#), etc.); the concept of continuous L&R education ([Vorozhbitova, Issina 2018](#)) has been developed and repeatedly tested for different stages of education, from preschool to post-university, including bi- and polylingual aspects ([Vorozhbitova et al., 2017](#); [Vorozhbitova et al., 2018](#)).

In the first quarter of the twenty-first century, in fundamentally new conditions of functioning of the post-information society, it is highly necessary to increase the motivation of students to studies, self-improvement, human and professional growth ([Hallgeir 2009](#); [Harackiewicz et al., 2014](#); [Lazareva, 2016](#); [Martins et al., 2010](#); [Montenegro, 2019](#); [Thurston, Travis, 2018](#); [Wurtz, 2014](#)) on the basis of actual socially significant and personally attractive priorities, values, and ideals. In higher education, there is an acute problem of modernizing the educational component of professional training ([Akhmadullina, Valiakhmetova, 2017](#), [Engin, McKeown, 2012](#)), reviving the atmosphere of high culture, morality, spirituality, and intellectuality (see, for example, such works as: [Afzal et al., 2010](#); [Florian, Müller, 2016](#); [Dohnal, 2017](#)).

Thus, according to the Federal state educational standards of higher education of the third generation ([FSES HE 3++](#)) graduates of the bachelor's degree in the direction of "Pedagogical education" are prepared for professional activities of the following types: pedagogical, project, methodological, cultural and educational, organizational, managerial and support. For a master's degree, research is added to the abovementioned types of activity.

All the professional functions of a teacher that are named and traditionally distinguished in scientific literature and presented in various typologies have a communicative function as their integral component. The latter and, accordingly, the rhetorical, or more precisely, integrative LR function does not act as a series of opposites in relation to them, but as a basic function, the others being related to it as derivatives. Accordingly, the category of "LR ideal" proposed as a conceptual reference point allows us to systematize the requirements for the "ideal specialist" and present them at a higher conceptual level by bringing to the forefront the aspect of speech-making culture. In this context, it is appropriate to recall it is not by accident that the historical forerunner of all pedagogical science is a multi-volume work of Quintilian "Education of the speaker".

2. Materials and methods

The materials used were theoretical, research and methodology papers, data obtained during the educational process. The following theoretical methods were used: analysis of scientific, methodological, educational literature, federal state educational standards; generalization of pedagogical experience; pedagogical modeling. The empirical methods used were pedagogical observation, questioning, expert assessment, analysis of the students' works, pedagogical experiment, mathematical processing and interpretation of data, etc.

In order to get accurate results we needed to take all measures to make the sampling of the participants in the experimental and control groups as representative of the population statistically as possible. The participants had to belong to the same age group, specialization, and have similar educational background and academic achievements. To further improve the validity of the experimental results instead of using probability sampling and randomly choosing the limited number of participants the experimental research was conducted with all second-year students of the teacher's training faculty who specialized in foreign languages and history. In all there were six groups of second-year students who specialized in foreign languages (2 groups), history (2 groups),

the Russian language and literature (1 group) and primary school teaching (1 group). In order to increase the sample size we decided to make one combined experimental and another combined control group out of the first four groups as they were most suitable for our experiment in terms of the group size.

The experimental work was conducted with 2 groups of students of Sochi State University. One of them was a control group and the other was experimental. The control group (CG) was comprised of 16 first year students majoring in History and 16 first year students specializing in foreign languages. The experimental group (EG) consisted of 16 and 15 first year students who also majored in history and foreign languages respectively. So both combined groups had nearly equal number of students of the abovementioned specializations, they were of the same age, had similar educational background and academic achievements which was confirmed by the initial diagnostics tests (see [Table 1](#)).

To determine the efficiency of the developed pedagogical model a set of diagnostic tools was developed for every indicator of the level of readiness for the process of speech self-improvement which included the following criteria: values, self-assessment, motivational, professional communication) which allowed to determine the achievement level.

The students had special notebooks in which they did written tasks, answered questionnaires, wrote down the results and the marks they received. It was done to materialize the process of professional linguistic personality self-design to make it explicit for the students so that they get true understanding about the level of their skills in the field of their language and speaking skills and also the dynamics of the learning process. At the end of the experiment they were able to compare their initial answers with those that they gave during the final testing and as result of the analysis make individual programs of speech self-improvement for the following years of their studies at the institute.

The probability sampling method was not used as it was not possible for this experiment but the groups of the participants were very similar in terms of age, skills, educational background, specializations and number.

For assessment of students' work a 4 point scale was used, ranging from 2 for a low level of the skill (less than 60 % of correct answers), 3 if the correct responses were within the range of 60 to 75 %, 4 for good (75 to 90 %) and 5 if the student gave 90 and over per cent of correct responses).

To determine whether the participants' results were statistically equivalent in the beginning of the experiment and to ascertain the results of the experimental group were statistically different from the ones of the control group we used the Pearson's chi-squared test.

3. Discussion

The phenomenon of the ideal objectively acts as a "cementing core", the speech-thinking epicenter of the polyethnic-sociocultural and educational space (PESCES) of a particular state and is a powerful factor in the formation of a professional linguistic personality of a specialist of any field and profile of training. First of all, this is relevant for a future teacher, a teacher who acts as a professional linguistic personality and in the course of communication with students of all ages educates new generations instilling the norms and requirements of the LR ideal that is timely for the given stage of cultural and historical development of the state and its PESCES.

In the framework of determining the basic concepts of the research, let us clarify in their mutual relationship two series of related concepts: spatial in nature (sociocultural and educational/informational/discursive/communicative space) and related to processes (information/discursive/communication processes). The terms information space, discursive space, communicative space denote various aspects of consideration, study and formation of sociocultural and educational space (SCES), which acts in relation to them as a general to a more private one. If we consider one nation-state (local aspect), the SCES actually means the ethnic sociocultural and educational space (ESCES). In cases of multinational states, various ethnic and cultural components enter into a complex interaction: with the prevailing role of the state language of a dominant nation, the national languages of the rest of the population contribute to the dynamics and qualitative characteristics of discursive processes. In this case, the object of the research is actually a multi-ethnic-sociocultural and educational space (MESCES). On a global scale, this variety nevertheless

represents the local-state aspect – in relation to the global character of the MESCES of the entire world community.

Drawing on the work (Tyunnikov 1999), we give the following definition: the ethnic sociocultural and educational space is a continuum of material conditions, mental attitudes, typical state, political, financial, economic, ethnicity saving, social, cultural and educational strategies of society and the results of their implementation in the field of reproduction of an ethnic group, culture and statehood in the new generations. Its essential features are purposefulness, transformative nature, internal inconsistency, cumulateness, determinism, different levels, dynamism, spatio-temporal affiliation (see: *Ibid: 11-12*), globalization character. The mechanisms of interaction between culture and education are the structure-forming core of the ESCOP, the remaining structural components are the ethnic base, sociocultural orientation, functions (meaning-forming, cultural, educational, translational, communicative, regulatory, educational, developmental, adaptive, protective, etc.), generating systems (media, educational structures, family, political and social groups, etc.), processes (sociocultural, educational (see: *Ibid: 12*), discursive, communicative.

The category of the LR ideal is the basic component of PESCES and when specified in relation to the teacher's activity it is one of the most important factors in the educational process. We understand LR ideal as a historically formed ethnosocioculturally determined system of requirements to performing linguistic operations, textual actions and communicative activity that corresponds to the relevant for the society typology of speech events, reflects the hierarchy of values of this cultural and educational space and determines the process of the formation of speech and thinking culture of the ethnic community's aggregate linguistic personality and its reproduction with necessary transformations in subsequent generations.

We refer to the essential features of the LR ideal:

- historical and ethnosociocultural conditionality;
- cognitive and communicative nature;
- ideological and axiological status;
- regulatory and prescriptive nature;
- invariant and variable principle of structural organization;
- educational purpose;
- personality forming potential.

The relevance of this category for a pedagogical University that trains a teacher primarily as a professional language personality is due to the following main factors:

1. LR ideal – ethno-socio-cultural conditioned value-motivational base of pedagogical activity as a verbalized process.

2. LR ideal is a cognitive-conceptual and methodological basis for the speech-making culture of a teacher as a professional language personality.

3. LR ideal is the thought-speech basis of professional-pedagogical instrumentation that ensures the optimal accomplishment of teaching functions by a professional language personality in the educational process.

Accordingly, a whole set of functions of the LR ideal in the educational process is isolated, the leading ones being:

- 1) ethnosociocultural and identifying;
- 2) criteria and orientational;
- 3) projective and constructive;
- 4) didactic and technological;
- 5) educational and world outlook forming;
- 6) educational and developmental;
- 7) personal-self-design.

The inclusion of the LR ideal category into the theory of professional development of a specialist allows to systematize the requirements for an “ideal specialist” and present them at a higher conceptual level by highlighting the speech-thinking culture as the leading, system-forming component of their professional activity,

The purpose of the experimental work was the theoretical justification, design and experimental testing of the process of becoming a professional linguistic personality of a future specialist based on the category of the LR ideal.

The study was conducted in the following main areas:

1. Development of the theoretical and methodological foundations of the study of the LR ideal as a pedagogical category and a trigger for the professional development of a future teacher:

- LR ideal as a pedagogical category, its essential features and functions;
- Theoretical elaboration of the problem of the formation of the speech-cognitive culture of a teacher in the aspect of the LR ideal;
- LR ideal as a project basis for the formation of a professional linguistic personality of a future teacher.

2. Design of an innovative pedagogical process to form students' readiness for speech self-improvement on the basis of the LR ideal category:

- Modeling the process of formation of students' readiness for speech self-improvement on the basis of the LR ideal (model blocks: conceptual; goal-functional);
- Design of an innovative pedagogical process (model blocks: informative; structural and logical, instrumental and technological, organizational and managerial);
- Testing the model constructions, description of the course and results of the experimental work.

At the present stage of development of pedagogical science, the design of the educational process is carried out on the basis of its pre-project specification and model description according to the leading project positions that have the appropriate design characteristics: goal and functional, content-based, structural and logical, instrumental and technological, organizational and -managerial.

Chosen as the general goal of the projected pedagogical process, the readiness of students of the pedagogical university for speech self-improvement on the basis of a professionally oriented LR ideal is a basic personal quality which has a character with the integrative and intellectual worldview, motivational and volitional, operational activity features, which serves as the foundation of the teacher's self-concept as that of a professional language personality.

This readiness is a complex psychological formation, including orientation on the values of the national LR ideal and the teacher's speech ideal, adequate self-assessment of the present state of their speech-making culture in the criteria grid of these values, self-actualization as a result of a conscious intention to follow the LR ideal of the teacher and self-realization in everyday speech activity, taking into account the norms and requirements of the LR ideal of the teacher on the basis of an adequate self-concept.

In the pyramid of goals of the projected innovative pedagogical process, the general goal is divided into sub – goals that correlate with the components of the readiness being formed – cognitive, pragmatic, empirical, and motivational, which are further specified at the third level.

The experimental work was performed within the scope of the developed optional course “Basics of speech self-development”. The latter included such sections as:

“Rhetoric. Linguistic rhetorical ideal” (Topics “Rhetoric – eloquence – orator”, etc.);

“Typology of Linguistic rhetorical ideals” (topics “Western mentality: ideology of speech behavior”, “Soviet (propaganda) Linguistic rhetorical ideal”, “Culture of correspondence of the Russian intelligentsia”, etc.);

“Russian national speech ideal in historical perspective” (topics “Speech and personality traits in the Russian proverbial Fund”, “Christian Beatitudes about speech behavior”, “Russian speech etiquette of the 19th century: etiquette rules”, etc.);

“Linguistic rhetorical ideal of the teacher” (themes “Pedagogical speaking skills”, “Genres and samples of pedagogical speech”, “Complex of pedagogical speech skills as an orientation basis of professional linguistic personality”, “Linguistic rhetorical ideal of the teacher: author's model”, etc.).

Analysis of the practice of the educational process at university and school in the aspect of the formation of speech culture of students showed a significant discrepancy between the notions of the “ideal specialist” of students, university and school teachers, insufficient attention to the day-to-day compliance with the requirements of the Federal State Educational Standard to the future specialist in this area by the teaching staff.

The degree of efficiency of the designed process of formation of pedagogical university students' readiness for speech self-improvement on the basis of the LR ideal of a specialist category which is central to the formation of a professional linguistic personality of the future specialist was revealed on the basis of value-orientational, self-assessment, motivational and professional communication criteria.

This allowed to track the dynamics of the formation of cognitive, pragmatic, motivational and empirical components of the readiness in their organic relationship. Diagnostic apparatus of the experimental work included the use of such forms as: "I as a linguistic personality: self-test", "Speech – rhetoric – oratorio", "Investigating speaking traits", "Exploring personality traits", "Exploring the interpersonal communicative space: linguistic personality in the society", etc.

During the formative experiment, the stimulation of students' activity was done using the activation of their interests and needs, the involvement of students in joint creative activities, the use of visual aids, audio and video materials, the use of various types of independent work, creating atmosphere of trust, openness, goodwill, which required appropriate preparation and structuring of educational materials. An important role in this was played by the method of organizing independent creative work that reflects the communicative and ethical issues and allows to track the dynamics of the motivational and requirement sphere, expanding the moral horizons and the formation of students' ideological reference points. Independent creative work was done by them both orally and in writing. Students prepared short reports, wrote mini-essays on given topics.

Thus, in the process of the described work there was a continuous formation of the empirical base of readiness for speech self-improvement, accumulated practical experience of constant reflection in the field of speech actions from the standpoint of the mastered criteria and norms. Joint discussions, search for ways out of all kinds of conflictual pedagogical situations, analysis of ready answers to solve these issues, viewing fragments from feature films, series of "Yeralash" TV show, playing out situations during classes, reading professionally-oriented texts from textbooks and fiction – all this helped to form positive experience of speech behavior among students, significantly improving the level of professional orientation.

Limitations

The empirical results reported herein should be considered in the light of some limitations. The first is the use of non-probability sampling. The second limitation concerns the sample size.

It was not possible to use probability sampling of groups in our case as the design of our experiment stipulated that initially we had to perform diagnostic tests and further work with 2 groups of students which had to be as similar in terms of age, educational background and academic achievements as possible. In all there were 6 groups of second-year students who had 4 different specializations mentioned in the Materials and Methods section. In our research we used 4 out of 6 student groups which makes 67 % of the overall number of possible participants. If probability sampling of groups had been used due to the differences among the groups in terms of educational background and other aspects we would have had different control and experimental groups. So we could have a combined experimental group of students who specialized in history and primary school teaching and a combined control group of students specializing in foreign languages which would lead to statistical difference in the initial diagnostic tests.

The sample size can potentially be our other limitation though we tried to use as many participants as possible in our experiment: 63 out of 90 possible participants among the second-year students of the teacher-training faculty. It was not possible to do it with the students who specialized in the Russian language and literature and those majoring in primary school teaching as for that we would have had to split each of those groups into 2 subgroups and work with them separately which was difficult to arrange.

4. Results

The main instrumental and technological support of the developed innovative course allowed us to organize strong and creative mastering of the selected and structured knowledge and skills, to form a productive experience of training communication in simulated speech events of professional orientation on the basis of set samples, criteria, norms and rules governing the communication process from the standpoint of the LR ideal, as well as creative communication of spontaneous nature, realizing the values and norms of the LR ideal, in natural speech situations of educational and extracurricular activities. As shown by the results of experimental work, students actively formed intellectual and cognitive, social and personal motives for working on speech self-improvement. This is the awareness of the social significance of the LR ideal, including the professionally oriented one, as a "supporting structure" of the cultural and educational space; the desire to revive the national LR ideal in new social and political conditions; awareness of the importance of the appropriate level of speech culture of citizens in everyday and professional

communication, the special mission and responsibility of the teacher; the desire to achieve high level of speech culture as a leading component and indicator of personal and professional growth; awareness of the need for everyday reflection about their speech actions in the interpersonal field of communicative interaction, constant self-correction and improvement as the main way to implement a positive self concept.

At the end of the experiment the students' readiness for speech self-improvement on the basis of the LR ideal of a teacher was tested. The tests included specially designed tasks, questions and situations similar to those conducted at the beginning of the school year during the ascertaining experiment, but covering all the material covered. A comparative table of the results is given at the end of the section.

1. Value-orientation criterion. Assessing the readiness of students to speech self-improvement in terms of value-orientation criterion, in addition to the orientation of students actually on the values of the domestic LR ideal, we identified as separate components the professional orientation and level of knowledge, representing the conceptual basis of orientation.

The final diagnostics showed the presence of changes in the personal and professional orientation of students, the level of maturity of social motives increased significantly. The focus on the values of the domestic LR ideal dominates in the students' responses. Here are some statements as an example: "I will spend all my efforts for the benefit of the country to make it better and more beautiful. I like to help people, to fight for what is right gives me great joy"; "The task of a rhetorician is to make a creative impact on the audience, have a desire to be positive."

The results of the final survey showed that the students formed an orientation to the values, norms and requirements of the national LR ideal, i.e. a teacher's professional speech ideal. Only 16.1 % of the surveyed participants from the experimental group wrote about the desire to use public speaking abilities for selfish purposes. The professional orientation of students also improved. By the end of the experiment, 83 % of EG students expressed a desire to work according to their specialization.

2. Self-assessment criterion. According to this criterion, the readiness of the students was evaluated in the following way. At each stage of the experimental work, we asked each student to put a dot on a graph, indicating in percentage terms, how much they consider themselves a strong linguistic personality, corresponding to the values, norms and criteria of the domestic LR ideal, speech ideal of a specialist (or to estimate how much they approached the LR ideal).

During the intermediate testing, we recorded a slight decline of the levels of self-esteem of the students in the EG and, in contrast, an even greater overestimation of the self-esteem of the KG students, because the EG students evaluated themselves more critically and objectively.

Also, the students' self-esteem was measured in other ways, as mentioned in the description of the final experiment. The assessment of students on a five-point scale of speech qualities, characteristic for the ideal, were compared with the assessment of the teacher. If at the beginning of the experiment the self-assessment in the EG and KG was mostly overestimated, then the intermediate and final diagnostics showed significant changes in the EG as the self-assessment of the students became more objective.

3. Motivational criterion. Our main task was to make the students' motivation socially and professionally positive and meaningful. During the testing students were asked questions like: "Why do you need to master the art of public speaking? – Now that I have mastered the art of public speaking, close to the LR ideal, I can...". And if at the beginning of the experiment, the students gave answers, which clearly expressed selfish motivation, and in some cases even antisocial ("I want to control people, make them believe me", "I want to manipulate people, use them for their own purposes"), then after a few sessions, after pedagogical adjustments, it was possible to state positive changes in their mental outlook, which led to a change in the motivation: "I want to use speech to help people", "I want to be useful for the Fatherland". If at the beginning of the experiment only 16.3 % of the EG students had social motivation, the final survey showed an increase in this indicator to 83.9 %.

4. Professional communication criterion. The final diagnosis showed that the joint work of students and teachers on the LR ideal of a teacher, independent work with texts of professional and pedagogical orientation, the analysis of numerous statements of scientists and teachers, practitioners, analysis and analysis of conflict pedagogical situations as a result led to a

change in the motivation of students, formed stable professional orientation, the desire to work as a teacher. In addition, the students of the experimental group developed the ability to reflect on their everyday speech activity based on the norms and requirements of the LR ideal of a professional.

As a result, 80,7 % of students gave correct answers when solving problems with the analysis of conflict professional situations.

All indicators of the EG students were much higher in comparison with the control group, which shows the effectiveness of the formative experiment (See Table 1).

The data in the table also confirm that there has been no significant change in the percentage of readiness criteria during the pilot period in the control group. Thus, the comparison of the results of the input and final diagnostics allows us to state the effectiveness of the simulated pedagogical process of formation of readiness for speech self-improvement on the basis of the specialist LR ideal. All of the criteria of readiness for speech self-improvement show qualitative changes.

Table 1. Formation of students ' readiness for speech self-improvement on the basis of the LR ideal: comparison of the initial and final testing

Group	persons	Distribution of the EG and CG students								Average score	cI _{test}	cI _{crit}	
		low		Adequate		good		excellent					
		persons	%	persons	%	persons	%	persons	%				
Initial diagnostics													
Value-orientational													
CG	32	28	87.5	1	3.13	2	6.25	1	3.13	2.25	7.57	7.81	
EG	31	24	77.36	3	9.68	4	12.9	0		2.35			
Knowledge													
CG	32	26	81.25	3	9.38	3	9.38	0	0	2.28	1.66		
EG	31	26	83.88	2	6.45	2	6.45	1	3.23	2.29			
Professional orientation													
CG	32	27	84.38	1	3.13	3	9.38	1	3.13	2.31	3		
EG	31	26	83.88	2	6.45	3	9.68	0	0	2.26			
Motivation													
CG	32	26	81.25	1	3.13	3	9.38	2	6.25	2.4	1.83		
EG	31	26	83.88	2	6.45	2	6.45	1	3.23	2.29			
Self assessment													
CG	32	8	25	6	18.75	7	21.88	11	34.38	3.66	1.02		
EG	31	7	22.58	4	12.9	8	25.81	12	38.71	3.8			
Professional communication													
CG	32	27	84.38	2	6.25	3	9.38	0	0	2.34	0.33		
EG	31	27	87.1	2	6.45	2	6.45	0	0	2.19			
Final diagnostics													
Value-orientational													
CG	32	24	75	3	9.38	3	9.38	2	6.25	2.46	42.5		
EG	31	10	32.26	3	9.68	10	32.26	8	25.81	3.5			
Knowledge													
CG	32	28	8.96	2	6.25	2	6.25	0	0	2.25	91.8		
EG	31	11	35.49	3	9.68	10	32.26	7	22.58	3.41			
Professional orientation													

CG	32	26	81.25	0	0	4	12.5	2	6.25	2.43	88.8
EG	31	5	16.13	6	19.36	8	25.81	12	38.71	3.8	
Motivation											
CG	32	26	81.25	0	0	3	9.38	3	9.38	2.46	91
EG	31	6	19.36	7	22.58	7	22.58	11	35.49	3.38	
Self assessment											
CG	32	6	18.75	6	18.75	8	25	12	37.5	3.81	23.1
EG	31	16	51.62	6	19.36	5	16.13	4	12.9	2.90	
Professional communication											
CG	32	17	53.13	4	12.5	8	25	3	9.38	2.90	13.5
EG	31	6	19.36	6	19.36	14	45.16	5	16.13	3.60	

The validity of the difference of percentage indicators in the experimental and control groups was verified using the Pearson chi squared test. For the significance level of 0.05 and 3 degrees of freedom the critical p- value is 7.81. The initial testing shows that the test values of χI for the value-orientational, knowledge, professional orientation, motivation, self-assessment and professional communication criteria are 7.57, 1.66, 3, 1.83, 1.02 and 0.33 respectively. As it is lower than the critical p-value, the experimental and control groups are statistically equivalent.

The final diagnostics test values of χI for the above-mentioned criteria are 42.5, 91.8, 88.8, 91, 23.1, 13.5 respectively. χI_{test} is higher than χI_{crit} for all of the criteria, so the results of the experimental group statistically differ from those of the control group.

In the course of this study, the general psychological and pedagogical algorithm of the educational process is represented by the following stages where we:

- identify the true needs of students, if necessary, adjust them;
- stimulate positive emotional response, cognitive interest;
- provide the necessary knowledge system, operational basis of skills;
- instill the values of the national LR ideal, the speech ideal of the teacher, that have a beneficial effect on the communicative and behavioral stereotypes of future teachers from the socio-cultural, personal and professional standpoint.

The implementation of this algorithm was carried out using a variety of pedagogical tools, which included various methods of research and educational nature (observation, questioning, testing, self-diagnosis, lectures, conversations, explanation, work with a book and text, video method, etc.), learning tools (conflict pedagogical situations, game situations of speech interaction, etc.), forms of organization (lectures, conferences, additional and individual classes, independent work), starting diagnostics, current and final control.

When developing the content of the process of forming students' readiness for speech self-improvement and its instrumental and technological support, we took into account that the speech-making culture of the future teacher is an integrative personal trait and requires a systematic and coordinated approach to its formation within a number of disciplines of general cultural and psychological-pedagogical training.

The structural and logical organization of the pedagogical process consistently lays the foundation for the formation of a professional language personality of the future teacher:

1) the introductory stage begins with a frontal (self)diagnosis of the initial state of personal and speech qualities of first-year students where they also become aware of the theoretical and methodological guidelines;

2) at the main stage, the typology of the LR ideals and the Russian speech ideal is studied in-depth in the dynamics of its formation on the basis of activities which have comparative and analytical and also ethnic-cultural-worldview character;

3) the professional-propaedeutic stage provides a variety of analytical and synthetic work in the field of requirements for pedagogical speech; in conclusion, the final (self)diagnosis is carried out, its results are discussed, and personal programs for further speech self-improvement are created.

5. Conclusion

The results of the testing testify to the effectiveness of the approach developed within the scope of the concept of continuing LR education in Sochi school and the proposed hypothesis about the system forming role of the LR ideal in the professional training of the would-be teacher of any specialization. This approach is based on the purposeful and mutually complementary organization of counter processes of designing an innovative pedagogical process and self-design of a student as a strong linguistic personality of a dialogical, democratic, multicultural type (general cultural foundation of higher education in the framework of the Federal State Educational Standards) and professional language personality (specialized foundation of the educational program).

The inclusion of the LR ideal category into the theory of professional development of a specialist allows to systematize the requirements for an “ideal professional” and present them at a higher conceptual level due to highlighting the aspect of speech-thinking culture. The readiness of university students for speech self-improvement based on a professionally oriented LR ideal chosen as the general goal of the designed innovative process, is the basic quality of a specialist’s linguistic personality. The process of formation of students' readiness for speech self-improvement, its instrumental and technological support require a systematic and coordinated approach within the framework of a number of disciplines of general cultural, general professional and special training. The structural and logical organization of the pedagogical process (introductory, basic, professional and propaedeutic stages) consistently lays the foundation for the formation of a professional linguistic personality of a specialist. The criteria for the formation of the readiness of a university student for speech self-improvement are: value-orientational, self-assessment, motivational and professional communication. The results of the experimental work, subjected to qualitative analysis and mathematical processing prove the effectiveness of using the LR ideal as the design basis for the process of training a university student as a professional linguistic personality.

Further research is needed to develop detailed incorporation of the relevant material in work programs and methodological developments of related disciplines ("The Russian language and culture of speech", "Pedagogical rhetoric", "Pedagogy", "Psychology", etc.), to ensure the organic relationship of these content and methodological upgrades with their traditional problems. Accordingly, subject-oriented versions of the diagnostic apparatus should be developed, adjustments should be made to methodological developments in the pedagogical practice of students, emphasizing the aspect of the speech culture of professional activity based on the LR ideal of the teacher. This will result in truly integrated nature of the philological, psychological and pedagogical research of the LR aspect of the future teacher’s formation as a professional linguistic personality, the results of which will be directly implemented in the educational process of the university and schools – the places of pedagogical practice of future teachers.

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