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РОЛЬ ІНОЗЕМНОЇ МОВИ В РОЗВИТКУ ГУМАНІТАРНОЇ КУЛЬТУРИ ОСОБИСТОСТІ

Анотація. Стаття присвячена розгляду процесу вивчення іноземної мови як ефективного засобу особистісного соціально-гуманітарного розвитку студентів. Обґрунтовано, що орієнтація української системи освіти на вихід у світовий освітній простір зумовлює тенденцію до оновлення іншомовної освіти. Ідеться про переосмислення цілей, змісту, принципів і методів навчання іноземної мови задля досягнення особистісних результатів навчання, які сприяють розвитку гуманітарної культури особистості.

Мета дослідження – на основі вивчення теорії і практики розвитку іншомовної освіти розглянути потенціал іноземної мови в розвитку гуманітарної культури особистості. У межах дослідження використано теоретичні методи: метод аналізу і синтезу, метод теоретичного аналізу наукової літератури з проблеми розвитку гуманітарної культури особистості та іншомовної освіти. На основі здійсненого аналізу наукової літератури розглянуто гуманітарну культуру як невід’ємну характеристику соціально зрілої особистості на основі збагачення її ціннісно-сенсової, когнітивної, комунікативної, морально-естетичної, рефлексивної сфер особистості процесі її соціального розвитку. Встановлено, що іноземна мова виконує комунікативно-прагматичну, пізнавальну, гуманістичну, кумулятивну та особистісно-формувальну функції. Це сприяє розвитку гуманітарної культури особистості в сукупності таких характеристик, як комунікативність, когнітивна самостійність, художньо-естетична сприйнятливність, емпатійність, соціальна суб’єктність на основі гуманістичних ціннісних орієнтацій, що забезпечують ефективне спілкування та позитивну самореалізацію особистості в усіх сферах діяльності. Узагальнено, що гуманітарна культура виконує соціалізуючу функцію, є основним елементом залучення особистості до умов і норм існування в суспільстві та найважливішим складником процесу гармонійного соціального розвитку особистості. Перспективи дослідження проблеми пов’язані зі створенням навчально-методичних комплексів з іноземної мови на широкій міждисциплінарній основі, розробкою наукових засад гуманітарної експертизи сучасних навчально-методичних комплексів з іноземної мови щодо їхнього гуманітарного потенціалу.

Ключові слова: гуманітарна культура, іноземна мова, іншомовна освіта, сфери особистості, соціально-цінні якості.

THE ROLE OF A FOREIGN LANGUAGE IN THE DEVELOPMENT OF THE HUMANITARIAN CULTURE OF PERSONALITY

Abstract. The article is devoted to the consideration of the process of learning a foreign language as an effective means of personal social and humanitarian development of students. It is substantiated that the orientation of the Ukrainian education system to enter the world educational space determines the tendency to update foreign language education. It is a question of rethinking the purposes, the maintenance, principles and methods of training of a foreign language for the purpose of achievement of personal results of training which promote development of humanitarian culture of the person.

The purpose of the study - based on the study of theory and practice of foreign language education to consider the potential of a foreign language in the development of humanitarian culture of the individual. Within the limits of research theoretical methods are used: a method of the analysis and synthesis, a method of the theoretical analysis of scientific literature on a problem of development of humanitarian culture of the person and foreign language education. Based on the analysis of the scientific literature, the humanities culture is considered as an integral characteristic of a socially mature personality based on the enrichment of its value-semantic, cognitive, communicative, moral-aesthetic, reflective spheres of personality in the process of its social development. It is established that a foreign language performs communicative-pragmatic, cognitive, humanistic and personal-formative functions. It contributes to the development of humanitarian culture of the individual in a set of characteristics such as communication, cognitive independence, artistic and aesthetic receptivity, empathy, social subjectivity based on humanistic values that ensure effective communication and positive self-realization in all spheres of activity. It is generalized that humanitarian culture performs a socializing function, is the main element of involvement of the individual in the conditions and norms of existence in society and the most important component of the process of harmonious social development of the individual. Prospects for the study of the problem are related to the creation of educational and methodological complexes in a foreign language on a broad interdisciplinary basis, the development of



scientific principles of humanitarian examination of modern educational and methodological complexes in a foreign language for their humanitarian potential.

Keywords: humanitarian culture, foreign language, foreign language education, spheres of personality, socially valuable qualities.

INTRODUCTION

The problem formulation. Achieving an integrative result of foreign language education in higher education, which is manifested in the mastery of foreign language communication and the development of the student's personality, is determined by a significant number of different systemic factors. Effective management of the process of social development of students to acquire socially significant characteristics of consciousness and behavior, necessitates the study and consideration of the mechanisms of social experience in all its fullness and natural relationship (Safonova, 2014). At the same time, the spiritual, value-semantic development of social life acquires special significance for the full social development of students and forces to address the problem of humanitarian culture of the individual in the process of learning a foreign language, emphasizing the enrichment of spiritual-moral and value-oriented spheres of personality. That is, the development of socially valuable skills and qualities of students that provide not only effective command of a foreign language, but also the ability to self-development, readiness for cultural activities.

Analysis of recent research and publications. Existing research (A. Arnoldov, V. Gorbunova, S. Fedorenko) reveals general aspects of humanitarian culture and reveals the crisis in modern education. I. Zvereva, M. Isaenko, A. Kapska, M. Kots, O. Kuleshova, A. Kurinna, V. Malakhov, N. Skotna, F. Khmil, G. emphasize the importance of forming the humanitarian culture of students in higher education institutions. Zuckerman, P. Shakhbanova, O. Shved, T. Shepelenko, O. Shmaylova. Numerous works reveal the interdisciplinary study of the problem of the development of the humanitarian culture of the individual (D. Alexandrov, G. Andreeva, A. Mishchenko, A. Orlov, V. Sokolova, etc.). However, common views on the nature of this phenomenon have not yet been developed. Consideration of the possibilities of foreign language education in the development of humanitarian culture of the individual is natural, because language plays a leading role in the processes of socialization of the individual (G. Hryniuk, O. Misechko, O. Maksymenko, L. Morska, S. Nikolaeva, N. Logutina, D. Brinton, H. Brown, G. Canning, P. Edelenbos, R. Ellis, H. Komorowska, S. Krashen, G. Trim, R. Wensel, H. Widdowson). At the same time, scholars have not considered language as a means of mastering the social experience of mankind, humanitarian culture as an integrative characteristic of a socially mature person, the possibility of the discipline "Foreign language" for the development of humanitarian culture of students.

AIM AND TASKS OF RESEARCH IS on the basis of studying the theory and practice of development of foreign language education to consider the potential of a foreign language in the development of humanitarian culture of the individual. To achieve the goal the task is defined:

1. To consider the humanitarian culture, to identify and clarify its content, to determine the place and role in the holistic process of social development of the individual.
2. To analyze the possibilities of a foreign language in the development of the process of development of humanitarian culture of the individual.

RESEARCH METHODS

The problem of teaching foreign languages and its educational potential in general are of considerable scientific and practical interest. Despite the significant amount of research on various approaches to learning a foreign language, modifying the content of foreign language education, the issue of developing a humanitarian culture of students based on the study of a foreign language in modern conditions is raised for the first time. The proposed methodological tools, designed for in-depth study of key aspects of the scientific goal, obtaining scientific results that contain elements of novelty, include the following approaches and appropriate methods. The use of a general scientific approach based on the methods of induction, deduction, analysis and synthesis, allows to comprehensively reflect all aspects of the objectives of the study. The study used theoretical methods: the method of analysis and synthesis, the method of theoretical analysis of the scientific literature on the development of humanitarian culture of the individual and foreign language education. The theoretical basis of the study is basic research in the field of humanization and humanization of higher foreign language education and research on the development of humanities education in the process of learning in higher education. The systematic approach allowed to study different approaches to the concepts of "humanitarian culture" and "potential of a foreign language" and to identify their characteristics.

RESULTS OF THE RESEARCH

The revision of the goals and content of higher education determines the importance of social and humanitarian aspects of education. The new competency model defines the most important results of higher education as the formation of socially valuable personality traits, education of responsible citizens capable of socialization in a civil society that respects individual rights and freedoms, has high morals and shows national and religious tolerance, respect for languages, traditions and culture. other nations (Kovtun, 2016). This highlights the need to consider the humanitarian culture of the individual and the potential of a foreign language in the development of the process under study. As rightly noted by K. Blanchet and co-authors (2017), humanitarian culture is an integral characteristic of a socially mature person. Therefore, we first turn to the basic for our article study of the concept of "culture". The term "culture" is a rather voluminous and ambiguous term with a wide variety of interpretations. The multifaceted nature of this concept means that in domestic and foreign science there are many approaches to the definition and understanding of culture and none of them is absolute or exhaustive.



The variety of definitions of culture, culturological theories, approaches, concepts indicates the complexity of the phenomenon of culture, its multidimensionality and multifaceted nature. Therefore, it is necessary to consider the definition of culture, reflecting the specifics of the article. Since we are interested in how in the process of foreign language education to create conditions for students to develop the appropriate level of humanitarian culture, which will further allow them to adequately carry out interpersonal, intercultural interaction based on universal values, within the article understanding culture is based on its inseparable relationship with language. The author's understanding of culture will reflect its social essence, emphasize its symbolic nature and take into account its reflection in the cognitive structures of the individual.

Thus, in the context of the article we consider culture as a set of values, norms, ideals, ways of social practice, enshrined in symbolic means in the "texts" of culture, reflected in the mental reality of cultural bearers and their interpretation of the world around them. her active life, in communication and interaction with other people.

Next, we define the components that are used to define the concept of "humanitarian culture":

- values, norms, ideals, ways of social practice, knowledge about oneself, people, society, the world, ways of knowing the world;
- attitude to oneself, people, society, world, knowledge, values;
- activities for the assignment of knowledge, values, ways of learning about the world, socio-cultural experience;
- communication, social interaction, during which the transfer of knowledge, values, ways of learning about the world, socio-cultural experience.

Humanitarian culture is the most important way of personality development, the basis of its self-improvement and self-creation (Bender, Clark, & Gahagan, 2014). It is an integral characteristic of the orientation of the worldview, humanistic activity, the nature of relationships with other people, social qualities of the individual and the integrating component of the holistic development of the individual (Pulekha, 2016).

Thus, humanitarian culture is an integral characteristic of socially mature personality, covering the system of humanistic value orientations and the most significant manifestations of personality (communicativeness, mastery of thinking culture, artistic receptivity, ability to reflect, social subjectivity), which determine the active attitude to personality the surrounding world, its key competencies of continuous self-education, self-regulation, self-improvement.

By mastering the humanitarian culture, the individual not only adapts to the ever-changing conditions of a multicultural society, but also develops the ability to identify with a certain system of values and distinguish elements of other cultures (Creativity Handbook, 2017). To clarify the content and features of the development of the humanitarian culture of the individual, consider the role of a foreign language in the development of this process.

Based on the understanding of language as a social phenomenon, consider the role of a foreign language in the development of humanitarian culture of the individual. Language is a socio-historical product, which reflects the culture, system of social relations, traditions, history of the people (Stern, 2009). The relationship between language and culture is also noted by D. Elmes (Elmes, 2013), who notes that language is a repository of the people's spirit, culture, united spiritual energy of the people, perfectly recorded in certain sounds. The language embodies the uniqueness of the people, the national vision of the world, the national culture.

Language, as a social phenomenon, has a number of specific features:

- the uniqueness of the individual as a biological species is determined by the presence of language and consciousness, as well as the social nature of its social activities;
- being the most important means of communication, language is involved in all forms of human existence (Fuller, & Wardhaugh, 2014);
- language is the most important integrator of society;
- language - a phenomenon of spiritual culture of people, one of the forms of social consciousness (along with everyday consciousness, morality, law, etc.). Language preserves the unity of the people and its history in spite of all kinds of social cataclysms (Ghafoori, & Saghar, 202.);
- language ensures the ethnic and cultural continuity of society during its existence through its independence from the social history of society (Rakhimova, Akasheva, Pavlova, & Pulekha, 2018).

Thus, language, performing an integrative function, is a reflection and a tool of culture. By mastering the language, the individual learns the worldview, value system, mentality, etc. embedded in it. This interpretation is very important, because the focus of the article is the problem of developing the humanitarian culture of the individual in the process of mastering a foreign language as a means of learning a foreign culture.

It is known that language performs the following important functions: the function of communication, semiotic function of representation of phenomena of different nature and cognitive function of thought formation (Stewart, 2019), as well as communicative-pragmatic, cognitive, cumulative, humanistic and personal-formative functions of a foreign language. It seems logical to turn to these functions and explore how the study of a foreign language, with its optimal organization, will contribute to the development of humanitarian culture of the individual in the holistic process of its development.

Consider the communicative and pragmatic aspect of foreign language learning. In learning a foreign language, students enter into social interaction with other participants in the educational process on the basis of a new means of communication. At the same time, they form a set of knowledge, skills and abilities, through which there is an involvement in ethnocultural, historical values of the country whose language is being studied and the ability to practically use a foreign language in situations of intercultural interaction. Students develop the ability and desire to interact with others, the ability to manage different social situations. Within the framework of foreign language communication, the student finds himself



in situations that require the manifestation of their own activity in solving creative cognitive and communicative tasks. Students also develop important communication skills (independence, creativity, ability to understand and interact with partners, empathy and tolerance, non-violent problem solving skills in socially determined situations).

The formation of the outlined skills determines the ability of the individual to show tolerance to another way of thinking, to another position of the communication partner, which avoids conflicts in any life situation, ie to acquire communicative readiness for communication, which is a significant indicator of humanitarian culture. mastering a foreign language.

The cognitive function of a foreign language is related to the cognitive aspects of personality development. As you know, language is a tool of communication and at the same time a tool of cognition, and knowledge is the result of the cognitive process. In the process of learning a foreign language, students go through the natural stages of the cognitive process, which involves analyzing or recalling previous knowledge in a particular problem area, observing new, identifying contradictions in the inadequacy of existing knowledge through strategies available to students, experimental use of new knowledge and a new round of its correction (Safonova, 2014).

Thus, in the process of mastering a foreign language, individuals form their own mental structures, which not only contribute to the successful mastery of foreign language communication, but also expand the cognitive sphere and cognitive abilities of students, improve the quality and effectiveness of their cognitive activity. By studying a foreign language, students learn in depth the ways of forming an opinion and thus better learn their native language. In other words, a foreign language enables students to realize that there are different ways of expressing opinions than other forms in the native language, other connections between form and meaning. In this cognitive process, by comparing native and foreign languages, the following components of a person's language ability (eg, analysis, comparison, synthesis, generalization, classification, transfer) are improved, which have a universal, meta-subject character and indicate cognitive development of personality. The cognitive function of a foreign language is related to the categories of knowledge, thinking, processes of understanding in the process of attracting students to a foreign language, other culture, humanities.

The humanitarian function of foreign language education is to create conditions for students to acquire spiritual, moral values, personal meaning of life in relation to their free development. Involvement in the spiritual values of another linguistic society stimulates comprehension, awareness and formation of an evaluative attitude to the new socio-cultural knowledge, socio-cultural experience, ie associated with the process of reflection.

By learning a new means of communication, students join the spiritual heritage of countries and peoples, their historical and cultural memory, which contributes to their awareness of their civic, ethnocultural and universal identity. Thus, knowledge about the world of another people, its culture, value system in the form of images of consciousness, which are understood as a set of perceptual and conceptual knowledge of the individual about the real world object (Creativity Handbook, 2017), is a turn to a holistic picture of the world.

In the process of mastering a foreign language, students learn to relate their own and others, to understand the commonality that unites their culture and the culture of the country of the language being studied, and to realize the differences and the origins of this difference. As a result of learning a foreign language, students form:

- 1) sensitivity and interest in the phenomena of another mentality and foreign culture;
- 2) the ability to perceive and understand these phenomena, to compare them with their own worldview and cultural experience, to find differences and commonalities between them;
- 3) the ability to navigate in the phenomena of another way of life, another way of consciousness and the system of feelings, a different hierarchy of values, to enter into dialogue with them;
- 4) the ability to critically comprehend and thus enrich their own picture of the world.

Thus, the humanitarian developmental influence of a foreign language is manifested in the formation of artistic and aesthetic receptivity of the individual.

The personal-formative function of a foreign language makes it possible to consider "non-linguistic" personality characteristics, which, on the one hand, allow the use of a foreign language as a means of intercultural interaction with native speakers, on the other - characterize students as subjects of activity, cognition, communication. social actors. It is about the emotional, affective, value development of students, the formation of personal qualities that allow them to be creatively, positively realized in various fields.

The personal-formative function of a foreign language is also manifested in the way students use language tools for the value-semantic development of reality according to their own needs, interests, motives. It is a question of formation of personal attitude of students to mastering of a foreign language. Knowledge is acquired when it acquires meaning, becomes one's own, personal. We assume that under the condition of optimal organization of foreign language learning the student becomes an active, independent subject of cognition, capable of building personal knowledge.

This is possible if students develop the ability to productive learning activities, which involves the formation of certain cognitive strategies invested in working with language materials. These strategies allow you to:

- correctly choose the necessary linguistic phenomena (using anticipation, proposing and testing hypotheses, disclosing the meanings of words in context, etc.);
- to optimize the processes of language acquisition (definition of keywords, underlining / highlighting of any words, sentences in the text, search for patterns, use of language patterns, etc.);
- to improve the work of memory (finding / selection of appropriate contexts for the use of a language phenomenon, the use of clarity, repetition, recombination, etc.).



Socio-communicative interaction in the process of learning a foreign language, organized on the basis of universal values, determines the development of social responsibility of the individual. Being in various problem-communicative situations that have a value-oriented nature, students have the opportunity to outline their own moral and ethical position, develop the ability to critically evaluate their own speech and nonverbal behavior in terms of compliance with universal ethical, moral norms, acquire skills of regulation and self-regulation.

Since communication is creative, the use of language in each communicative act is due to the characteristics of the student's personality: the choice of different language styles, the ability to choose different language traditions, individual worldview, etc., is important to develop changing situations of intercultural communication.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Summarizing mentioned above, mastering a foreign language in constant dialogue with the native linguistic culture has a socializing effect on students. Foreign language, having communicative-pragmatic, cognitive, humanistic, cumulative and personal-formative functions contributes to the development of humanitarian culture of the individual in a set of characteristics such as communicativeness, cognitive independence, artistic and aesthetic receptivity, empathy, social subjectivity based on humanistic orientations. providing effective communication and positive self-realization of the individual in all spheres of activity. Thus, the humanitarian culture performs a socializing function, being the main element of the individual's involvement in the conditions and norms of existence in society and is the most important component of the process of harmonious social development of the individual.

Prospects for the study of the problem are related to the creation of educational and methodological complexes in a foreign language on a broad interdisciplinary basis, the development of scientific principles of humanitarian examination of modern educational and methodological complexes in a foreign language for their humanitarian potential.

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