

PEDAGOGY

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Formation of the secondary language identity of economic specialties students

It is considered the issue of the secondary linguistic identity formation by economist students within cross-cultural communication occurring in professional life in order to more acute and clear perceiving and transferring of information through the means of the studied language and on the basis of knowledge of cultural and traditional peculiarities. Based on foreign language teaching theories presented by such linguist scientists as Galskova N.D, Vinogradov V.V., Haleeva I.I. and Karaulov Y.N. who developed theoretical aspects of a "secondary language personality" concept including the definition of the language personality concept, the factors influencing its formation and the personality structure that defines the level of a person readiness to carry out communication. In addition, the main teaching stages as the practical use of theoretical aspects of foreign language teaching that contribute to introducing and consolidation of the studied material in real-life situations have been defined. As a result of the research, it has been revealed that strict compliance with the identified stages and a real-life nature of exercises contribute to more solid knowledge of the studied material and more successful professional activity afterwards. It should be also noted that, the conclusion on psychological teaching aspects has been drawn. Based on the considered theoretical and practical material it became clear that the foreign language learning and the secondary language personality formation directly depends on the primary language personality that develops in parallel with the national language development.

Key words: secondary linguistic identity, economic specialty, teaching methods, cultural interaction.

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