

Ontobilinguology as Socialization Condition in Modern Multiethnic Region: Social and Philosophical Aspect

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Abstract — Ontobilinguology questions are analyzed by the authors; the role of ontobilinguology is updated in modern multicultural space. Active migration and transformation of the ethno-national structure in different regions cause distribution of polylingual linguistic situations. Active and widespread manifestation of modern ethnocontact conditions is the bilingualism as a co-functioning form at the integrated territory in one cognitive and communicative field of two and more languages. Bilingualism realizes cross-cultural dialogue and performing functions of the communicative mechanism, provides congruence of semantic prospect of various cultures representatives. The social bilingvization of the individual or language group in a multicultural, multinational context is a necessary condition of achievement of an adequate level of sociocultural competence and formation of the tolerant focused personality. Processes of bilingvization take place with bigger efficiency at the early children's age contingents that confirms considerable degree of research relevance in the field of ontobilinguology. Bilingual competences, to a large extent, predetermine child socialization, one's adaptation to the social environment; teach to the principles of behavior in the multicultural environment. The socialization caused by polylingual communicative abilities defines changes in mental development of the child, namely transition from egocentrism to an objective position. The authors consider language as the ethno-national code on which both cognitive activity and social behavior in general are based. These features of the communicative mechanism define prospects of ontobilinguology in the course of socialization in the multicultural environment.

Keywords — *ontobilinguology, bilingualism, bilinguoliteracy, socialization, sociocultural competences*

I. INTRODUCTION

Ontobilinguology which is actively developing in the last decades is an area on a joint of a bilinguology and developmental linguistics, this acceptance as fundamental criterion of connection of two signs of discourse: number of components (two and more languages form a bilingual discourse) and the age group of the bilinguist (the children's speech as the instrument of primary socialization). The children's age group and the functioning of more than one language are optimum conditions of strengthening of bilingual

communications positions and in such combination are often presented in the family sphere.

Conditions of primary socialization are parameters of a sociocultural environment of the person, which define the fact of formation of the individual to bilinguals, and as a result, form features of this process (type, reference level, the system of language preferences). The dominating factor of involvement of the individual in a bilingual situation is the co-functioning of languages in family. "Language adherence is created in the family, and there is a change of language. In the family the deepest bilingualism is gained" [1]. Undoubtedly, language preferences, adjustments, and variability of language norms have the strongest impact on development of speech activity and the individual's language. The early age when the foundation of nervous system is laid strengthens the action of these processes.

II. OBJECT OF RESEARCH

Subject of this research is the sociocultural phenomenon of ontobilinguology in the course of early primary socialization in the multicultural environment.

III. WORK PURPOSE

The purpose of this research is defining the role of language competence of the language personality socialization system in the multicultural environment. Authors also set the task of role identification of social agents (the institutions of the family and education) in the course of child socialization, his adaptation to the social environment.

IV. TARGET SETTING

The family as a source of acquisition by the individual of bilingual competence in many respects predetermines child socialization, his adaptation to the social environment, knowledge of the principles of behavior in the multicultural environment, forms respect for others, "foreign" cultures which with such approach are perceived by the child as equivalent to the culture. Having reached a certain level, the individual becomes capable to cooperate with other people, representatives of other cultures. The socialization caused by communicative abilities defines changes in mental

development of the child, namely transition from egocentrism to an objective position.

According to N.Sh. Aleksandrova, "development of the native language is a natural state of the developing individual when he passes the way from understanding of complete statements to understanding of separate units. It becomes possible thanks to congenital implicit language ability of the person and his procedural memory" [2]. If the second language is acquired by the child as the native language of the second parent in the international marriage, then the process of assimilation of language is identical to the first process and also has natural character. In condition of perception of the second language, foreign explicit language abilities work, "shown as the conscious declarative memory providing understanding of the perceptual unity through individual" [2].

V. METHODS OF RESEARCH

Dialectical and comparative methods were the theoretical and methodological basis of this study. We also used the method of specific sociological research: expert survey "Criteria for the definition of the native language", conducted by the authors in 2011 – 2018. The Total sample size – 82 respondents (in 2011), 98 respondents (2018). The expert focus group at each stage consisted of teachers of Philology Department in Irkutsk state University. The authors identified such criteria of definition as the instrumentalist approach (native language is functionally the first language), philosophical and cultural approach (language is the basic component of culture), and also the criterion of self-determination (personal choice of the respondent).

VI. RESULTS AND DISCUSSION

Today there are at least two polar positions estimating a role of early bilingual communications as the means expanding or narrowing the discourse framework. Irrespective of the fact that co-functioning of languages has an impact on cognitive and communicative activity of the child, it is obvious that this influence is in evidence and producing a number of neurolinguistic processes. In this controversial issue it seems to be objective to designate importance and value of the formation possibility of teaching model of cross-cultural communication appearing in the conditions of bilingualism where, according to E.K. Chernichkina "summative, rather than flexible cognitive space is formed: the language picture of the world of the language is complemented with new xenocentsepts and also new growths in the form of the integrated cognitive structures" [3]. It doesn't demand any proof that a statement of the bilingual communicative environment is an interaction not only of languages and the quantity of them, but how linguocultures, language pictures of the world interact in which languages are extrapolated.

There is a direction in psycholinguistics, which is engaged in influence of bilingualism on development of thinking. In intellectual development of the person, and in the general development of the child psychologists around the world, for example, I. Epstein (France), Verner Leopold (England), N.V. Imedadze, A.F. Boytsova (Russia) and others are engaged in problems of the place and a role of bilingualism. Zh. Rongat

[4] in France published the very first book on ontobilingvology in 1913 where on the example of education of German mother and the French father the model of child bilingual education focused on bilinguoliteracy is shown. The bilinguoliteracy, development of derivational, linguocreative, metalinguistic abilities of the bilinguist is derivative process of a bilingvization.

The children's bilingual speech is caused by many factors as linguistic and extralinguistic character, for example: the social importance of languages, their status and role definiteness (language for communication with mother, language for communication in kindergarten, school, in the yard, with the family, etc.), language reference level, a proportional ratio of knowledge and use in speech of languages, i.e. degree of their balance. It should be noted that Chirsheva G.N. adds to this list also "types and parameters of communication, pragmatics of speech activity of the child, features of the input" [5]. Under the term "innut" in psycho - and developmental linguistics we understand speech signal of oral speech or a set of symbols of a written language that, of course, depends on specific children's features and a sociocultural environment of the child.

The list can be expanded with other social criteria among which are most important in modern conditions a possibility of social prospect, functionality, a possibility of language operation in many spheres, support of language in the social and political sphere, existence of teaching traditions, support from technical means and literary editions and, of course, social "prestigiousness" .

Extralinguistic factors in the course of a bilingvization hold rather powerful position. It is obvious that sociocultural and linguacultural characteristics of the family reflect positions of that social environment to which it belongs, and in a broad sense – top trends of a language situation of the specific region. The most brightly language preferences are expressed in the choice of training type and school for the children on condition of the social situation giving an opportunity of such choice.

Ideal condition of a bilingvization of the individual is the continuation of principles development underlined in a stage of primary socialization, in the following stage of personal characteristics formation in the sphere of organized training. Forms and the purposes of training in many respects are defined by cultural and historical, areal and chronological characteristics of the region, the maintenance of educational paradigms [6]. The stage of organized training receives special relevance in the multinational state where the aspiration to keep languages of ethnocultures is brightly expressed. The creation of school system with national component proceeds from necessity to resolve objectively existing contradictions. Representatives of each ethnos in the multinational state have natural aspiration to create and keep the inclusiveness in a nation-wide sociocultural context and at the same time not to break link with sources of own national culture. The general dialectic trends of world verbal space connected along with growth of globalization and with strengthening of ethnic consciousness are also shown in the issue of education. On the one hand, stereotypes of international unifying character work, and, on the another hand – installations on welfare differentiation on ethnical characteristic get stronger [7].

The choice of the national school or educational institution with teaching national language defines an important stage of formation of bilingualism – bilingual education. Usually a system where training is conducted in two languages is called so. In condition of existence in the educational process of the second language as a subject, a separate discipline to recognize such education, only bilingual or only monolingual, does not seem possible. However, it appears irrespective of the fact what status is given during establishment; both types of schools are necessary in modern society as they, in a varying degree, perform functions of storage and transfer of ethno groups' languages to the succeeding generation. The fact of using languages in the educational process is important for organization of bilingualism, as "during our era if language isn't used in education, it is doomed to disappearance" [8].

In multicultural society, the school is urged to execute a special socially important role, namely: impart knowledge to the child, abilities, skills necessary for universal perception, without denying at the same time roots of the personality. "For personal development the individual needs structuralization of the social, territorial, ethnic, language, cultural beginnings as the possibility of overcoming the fact that is called the ethnocentrism" [9]. The bilingualism, which components are the native language and the language of the immediate social environment, is designed to act as means and the guarantor of maintaining cultural diversity. Bilingual education, thus, solves several purposes: the personality identifies oneself in ethnocultural (national), nation-wide (civil) and world dimensions. The possibility of the set purposes solution assumes creation, existence of an educational system in which the initial step including the preschool period, younger classes is based on "immersion" in elements of native culture and language, but average and senior links are focused on a conclusion in the state and world space. At the same time, the last step is logical continuation of previous one and uses knowledge, which is already gained at an initial step for perception of a training material.

In modern conditions, educational, social and professional, economic factors define the choice of school for all ethnic groups. Conditions of real existence are created by language consciousness and language orientations. A.D. Karnyshev noted, "... in commerce and in business, and in other spheres of market economy representatives of other nations even more often come in contact with representatives of other regions of Russia and the CIS countries, and in most cases Russian appears to be the language of communication. Secondly, it is possible to speak with confidence that today for many people understanding that only in the native language and under the available conditions can play a restraining role in entering prestigious higher education institutions of Russia (and the importance of this factor for any child can be bypassed only by canting)" [10].

It is important to ensure bilingual education; there are always sociocultural, political, economic problems. S. Ferguson, S. Hakhton and M. Wells offered ten possible purposes of bilingual education:

1) to assimilate individuals and groups in the main society; socialize people so that they were ready to full participation in affairs of society;

2) to unite multilingual society, consolidate multi-ethnic multinational society;

3) to make people open for communication with the outside world;

4) to develop competitiveness of language knowledge;

5) to keep ethnic and religious identity;

6) to reconcile and serve as the intermediary between various languages and political associations;

7) to expand use of languages of the contacting states;

8) to strengthen elite and keep their positions in society;

9) to fix the equal official status of languages and unequal in everyday life;

10) to deepen understanding of language and culture [citing: 11].

It appears that educational programs, according to the purposes of increasing knowledge of cultures and their languages directed to maintain ethnic identity and for merging the multilingual society opened for communication with the outside world, are necessary for harmonious development of multinational society. In view of the purposes of bilingual educational system that is not used for the balanced use of languages, we allow a wide range of possibility of its models and options. The known forms of bilingual education, its social and educational purposes, types of programs, language result are reflected in S. Becker's table (see tab. 1). According to the language result, the program forms of education are divided into "weak" and "strong". A «weak» form of bilingual education promotes development of monolingualism, limited bilingualism, and a "strong" form pursues the aim of preservation and enrichment of languages strengthening bilingualism positions.

The need for bilingualism of representatives of the nations, often being ethnic minority, is connected with social prospect, namely with a possibility of education, work, participation in the social and political process. Behind the desire to continue training at higher schools, there is a need for full knowledge of majority language. It should be noted that scientific literature, manuals are published in the language carrying out a role of an international communication means. The choice of the language of scientific literature is explained by orientation to a wide range of readers. Considering language priorities, the author, the publisher base their choice according to the major requirement for such literature – the maximum availability to readers. It is obvious that in our state of perception of the wide mass of consumers the book published in Russian is available. There are cases of literature edition in history, including in special languages of ethnogroups, but this aspiration is wrapped in impossibility to use it outside the relevant state. At the present stage the science develops on a global scale; therefore for scientific publications the languages recognized as means of the international communication are used. The maximum volume of social functions determines the status of these languages. The ability to function in many spheres of social life is an acquisition condition for languages, the status of international communication means. (Eighty percent of new

knowledge of scientific and practical character is created by means of six languages, including Russian, that are official languages of the UN).

TABLE I. "WEAK" AND "STRONG" FORMS OF BILINGUAL EDUCATION [12]

Types of programs	Types of students	Language Communication at school	Social and educational goals	Language result
«Weak» forms of bilingual education				
«Structural exposure»	Exponents of linguistic minority	Language of majority	Assimilation	Monolingualism
«Structural exposure» with studying the second language	Exponents of linguistic minority	Language of majority with studying the second language as a subject	Assimilation	Monolingualism
Segregational	Exponents of linguistic minority	Language of minority (a must, no right to choose)	Apartheid	Monolingualism
«Intermediate»	Exponents of linguistic minority	Transition from minority language to language of majority	Assimilation	Relative monolingualism
Basics with studying foreign language	Exponents of linguistic majority	Language of majority with studying the second foreign language	Limited enrichment	Limited bilingualism
Separative	Exponents of linguistic minority	Language of minority (no right to choose)	Separation / Autonomy	Limited bilingualism
«Strong» forms of bilingual education				
«Exposure»	Exponents of linguistic majority	Bilingualism with the accent on the second language	Pluralism	Bilingualism
Maintenance of inherited language	Exponents of linguistic minority	Bilingualism with the accent on the first language	Pluralism, Preservation and enrichment of languages	Bilingualism
«Bilateral» language programs	Mixture of Exponents of linguistic minority and majority	Language of majority and minority	Pluralism, Maintenance and enrichment of languages	Bilingualism
«Basic» bilinguality	Exponents of linguistic majority	Two official (national) languages	Pluralism, Maintenance and enrichment of languages	Bilingualism

The process of increasing the proportion of the majority language in speech activity of bilinguals cannot be stopped only by expansion of teaching a national language at school and simply increasing class hours when the national language loses its positions in the sphere of family and household communication in which it is usually used. The most important communicative spheres represent the sphere of family communication and the sphere of organized training in preschool childcare facilities and schools in terms of influence on the process of bilingualism formation and its result. A language dies when the younger generation ceases to use it in the speech. The complex of concrete measures for preservation of national languages has to differ in a basic image from the measures undertaken for functioning maintenance of languages.

It is necessary to remember that "the trend of a peculiar activation of national consciousness in the conditions of an innovational environment (and also in the conditions of loss of ethnic signs, for example, language) is as real as the trend of national consciousness easing which is shown in similar conditions recorded by ethnosociologists" [13].

The results of the expert surveys conducted by the authors show the dynamics of the definition towards instrumentalism to the detriment of a broader philosophical and cultural approach. In our opinion, the dynamics is due to the predominance of pragmatic tasks in the communication process and the dominance in all spheres of communication of the majority using the Russian language as the mean of successful socialization. The greatest importance of the functional load of the language and its share in the total volume of communication is noted by young experts (aged 25-35). The expert group aged 45-60 is dominated by philosophical and cultural understanding of the language. Self-determination of the native language, according to experts, is associated with mental acts. In this regard, 13.4% of the respondents named the native language in which they think as a tool of a cognitive act.

Nevertheless, it is important to understand that in a multicultural environment the language is identical to the culture of the ethnic group as a whole, which means that its preservation is a sign of the viability of the ethnic group.

Preservation of national languages as means of communication in the practical purposes is problematic, at the same time the fact of extreme need of their preservation as cultural monuments is obvious. Obligatory preservation of national language as the keeper of the most valuable elements of people (ethnos) culture will allow to consider such factor as national consciousness and its features in political practice of international communication. N.A. Berdyaev fairly noticed that "the national person is more and not less than just a person, there is a patrimonial side in general and individually-national sides in him which are naturally shown in his speech" [14].

VII. CONCLUSION

Bilingual education considerably expands a framework of educational process and subject monoculture, deepens on understanding of historical, political, sociocultural, ethno-ethnic questions, it is "positively influences not only the level of various competences of the pupil, but also the solution of the educational tasks directed to familiarizing of children with values of world and domestic culture, development of tolerance and ability to overcome prejudices and stereotypes in relation to other countries and the people and also at conscious choice of professional and vital prospects" [15]. These positively focused purposes and problems of bilingual education designated by M.N. Pevzner work not only at the international level, but, first of all, on the international relations in the multinational state.

The present stage of society development finds a number of the problems caused by the implemented forms of cross-cultural interactions, the international, interfaith relations. The existence of close historical, social and economic cultural ties defines, in many respects, modern processes of sociocultural development. Formation of modern culture shows multicultural orientation.

Polyculture is the form of modern culture development capable to provide stability of the social relations in society with the high index of mosaicity of national structure. "Ontologic, axiological and gnoseological vectors of modern culture were displaced towards multicultural forms of social life" [16]. In modern conditions social and ethnocultural relations show various forms, levels and mechanisms of cultures interaction. Such nature of the cultural movement maintains the relevance of study of cross-cultural communications processes.

Dialogue cross-cultural communications recognize inevitability of cultures meeting and at the same time their originality (distinction). The modern interlocutory sociocultural reality finds bright trends of integration in various spheres of culture. The role of "other" in the course of socialization of the individual in modern conditions is extremely important. Processes of communicative behavior interpretation of partners in the conditions of bilingualism, especially in early form, have the big importance. Readiness to listen and hear other speech nearby is the skill necessary for realization of the tolerant culture principles. The bilingualism as a model of teaching cross-cultural communication forms elite qualities of the modern speech, such as metacommunicativeness and interdiscursivity, range and freedom of communicative means choice, linguistic flexibility and dynamism.

It should be noted that, despite diametrical contrast of the existing points of view which indicate either negative influence of bilingualism, especially in early forms, development of the person, or favorable – development of the speech and intellectual development in general, the fact of indisputable influence of bilingualism on development of person abilities, and not only lingual, is obvious. Assimilation of language, the ethnic/national code, provides transformational processes of cognitive activity and, therefore, first, transforms language thinking, second, introduces amendments in communicative and social behavior.

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