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The Multilingual Personality Formation of a Future Teacher through the Interactive Cognitive Strategies

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Abstract: The article provides an analysis of the literature on interactive cognitive strategies. The aim of the study is to examine the pedagogical potential of interactive cognitive strategies for the effective formation of a multilingual personality of a future teacher. The research used theoretical and empirical methods: analysis of theoretical sources, analysis and generalization of the experience of scientific and methodological developments, training of students of a pedagogical institution. The problem of developing scientific and methodological support for the use of interactive cognitive strategies for the effective formation of a multilingual personality of a future teacher is being updated. A generalization of the obtained results indicates that the use of interactive cognitive strategies positively affects the formation of the multilingual personality of the future teacher. The research was supported by within the framework of the project on research on priority directions of scientific activity of the universities-partners in networking (South Ural State Humanitarian Pedagogical University and Mordovian State Pedagogical Institute) on the topic of "Linguodidactic foundations of the intercultural communicative competence formation of a future teacher".

Keywords: *Interactive cognitive strategies, multilingual personality, future teacher.*

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Introduction

At nowadays the conditions for the development of society place high demands on the knowledge and skills of future teachers. In order to meet high demands on the modern educational system in pedagogy, it is necessary to form a multilingual personality of future teachers. Currently, the study of foreign languages takes place mainly through a communicative approach and its variety is interactive learning.

An interactive approach to learning involves the interaction of subjects of the educational process through all kinds of communication methods, namely, in the mode of dialogue, conversation, debate, etc. This method is focused not only on the student's contact with a teacher, but also paired with another student or with a group of students.

Also, for the successful formation of a multilingual personality of a future teacher, interactive learning is characterized by cognitive activity of students, determined by intellectual, emotional-volitional and personal characteristics (Loginova, 2002).

The interactive cognitive learning essence is that the educational process should be structured so that all its participants are involved in the cognitive process, while having the ability to understand and reflect on the created interactive situation. The basis of this training is cooperation and mutual learning according to the teacher-student or student-student scheme. Such training should exclude the idea of dominance of one subject of the learning process over another, equality between them is restored. Thus, students develop the ability to think critically, be democratic and tolerant of other people's opinions, and focus on making informed, reasoned decisions (Kashlev, 2004).

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The methods of perceiving and processing information by future teachers are quite extensive, as are the strategies for implementing their own educational activities. In some, a tendency toward figurative thinking prevails, while others adopt new material through logical. In the process of mastering a foreign language, individual psychological characteristics of the person appear, after which they choose an individual, the most effective cognitive strategy for themselves.

Literature Review

The problem of studying individual educational strategies is addressed in the writings and studies of many educators and seems relevant at all times.

According to Kashchuk (2019), in teaching a foreign language there is a natural (or direct) method by which the student must master the language studied directly, as we learn our native language from birth. At that time, it was believed that there were no concrete ways to learn a language. The essence of the "natural method" is that students act as "producers" of the language, that is, it is necessary to create situations similar to the natural ones so that they have a need to use the language, thus the students become naturally saturated with the language (Kashchuk, 2019).

Learning language must pay attention to students' ways of thinking from concrete to abstract. The main characteristics of elementary school students are that they display individual differences in many aspects and fields, among them, differences in intelligence, abilities in cognitive and language, personality development and physical development of children (Farizi, Sudiyanto & Hartono, 2019). Indonesian educators believe that listening and speaking are the most used language skills in the world (Nasiruddin & Hum, 2018). Most foreign language teachers in Indonesia agree that listening is crucial to learning a language and is the first among the strategies used to get to know the target foreign language. Aural understanding is also the basis of language learning (Vandergrif, 2007: 4).

However, according to Vandergrift (2007), not many foreign language learners and practitioners conduct research in the field of listening to the language. It is safe to say that not many teachers of a foreign language focus their training on this skill, especially when it comes to large groups of students. On the other hand, if we concentrate on other skills, such as speaking, many foreign language teachers consider fluency in speech as a criterion of the student's language competence. Teachers define fluency as the ability to communicate with other people, much more than reading, writing, or understanding an oral language. They consider speaking the most important skill to be acquired; in addition, they evaluate student performance in relation to their oral communication achievements.

According to Smetannikova (2005), learning strategies are a set of actions that students take to facilitate learning, make it more efficient, effective and enjoyable, and bring the results of independent educational and cognitive activities closer to their own goals. In the case of successful use of their resources, operations and methods, the student remembers them and adapts the chosen strategy to other situations, thus making it universal for application. At the same time, with experience, the student is aware that the quantity and frequency of their use are strictly individual (Smetannikova, 2005).

Methodology

Students' media competence formation in French foreign language teaching is considered in the practice of higher education (Babushkina & Kalugina, 2020). The theory of contrastive analysis is an effective way to overcome the interlanguage interference in the process of acquiring a foreign language (Bagramova, 2019). The practice of performance assessment and rating system implementation in a foreign language learning are studying in higher institution (Frolova, Kalugina, Artamonova & Boykov, 2016). Overcoming the language barrier is a priority in the adaptation of foreign students in the Russian higher educational institution (Vasilkina, Romanenkova & Ulanova, 2019). There are competency-oriented differential educational tasks on pedagogics in forming the didactic competence of the future teacher (Shukshina & Movsesyan, 2018). Developing communication and critical thinking through creative writing in English and French language are analysed such as classroom management strategies (Kulamikhina, Birova, Alipichev, Vasbieva & Kalugina, 2018). Teachers' motivations are in the strengthening English language teaching through the role-playing (Castro & Villafuerte, 2019). Political, social, economic and cultural factors are the other reasons for creating and developing various kinds of bilingual education programs with different aims (Ger & Bahar 2018). Analyzing the researches we will offer interactive cognitive functions strategies for the formation of a multilingual personality of a future teacher are developed in learning autonomy and learning strategies (Bimmel & Rampillien, 2000).

1. The function of increasing the efficiency and effectiveness of the educational process is aimed at the fact that future teachers who own a different set of educational strategies and are able to manage their own educational and cognitive activities consciously realize what result they plan to achieve and know how to choose the most effective ways to achieve the desired result.

2. The motivational function affects the efficiency and speed of formation of a multilingual personality, which directly depends on the strategies used both by the teacher and the student. The motivation of future teachers is increased in

relation to more intensive classes and is strengthened when the student learns how to solve a variety of tasks in the process of performing various tasks.

3. The function of gaining independence and independence is fulfilled when future teachers who know how to consciously apply strategies are able to independently manage the educational process, which allows them to become less dependent on the teacher.

4. The function of self-education is aimed at independent search, processing and assimilation of new information and knowledge in the event of various kinds of tasks requiring independent responsible solutions. This function is necessary in training so that future teachers are ready to accept "challenges" and not be afraid to use friends and learn new strategies throughout their lives.

5. The function of applying the gained experience in other educational and life aspects is aimed at the conviction of their universality. This experience in the future can go beyond the boundaries of learning a foreign language and be used in the study of other academic disciplines, and then in various fields of activity (educational, social and professional).

All of the above functions are the basis for the effective formation of a multilingual personality of a future teacher when using interactive cognitive strategies in teaching.

Thus, the analysis of pedagogical, methodological and psychological literature allows us to formulate the following definition, the strategy is the methods and techniques for completing the task that the future teacher sets for himself in the process of communication in a foreign language. The strategy in foreign language education is aimed at the effective solution of future teachers of cognitive tasks by means of a foreign language in the process of interaction with each other and the teacher in a specially created educational communicative environment.

Findings / Results

The formation of a multilingual personality of a future teacher is practically impossible without a sufficiently high level of cognitive activity, which, in turn, requires the introduction and use of special educational and methodological support. The methodological support used should be aimed at solving cognitive communicative problems.

Teacher-methodologist Shchepilova (2005) made a great contribution to the study of the problem of using cognitive strategies in teaching a foreign language. According to the author, all the activities of future teachers consist of various types of strategies (they depend individually on the specific goals and objectives) at each individual stage of work with the material (Schepilova, 2005).

In this study, we hold the opinion of Shchepilova (2005), which indicates that "cognitive strategies" are the behavior and mental operations carried out by a student to codify a new language. This is his manner of selecting, acquiring, organizing and integrating new knowledge. The strategies that are used in teaching a foreign language are divided into metacognitive, affective, social and compensatory. These groups are distinguished by the role of future teachers in the learning process (Schepilova, 2005).

Metacognitive strategies relate directly to the planning and control that future teachers' exercise over their own learning process. From the side of the future teacher, there is a complete focus on the learning process. This strategy is characterized by the following behavior model of the future teacher:

- sees his mistakes and tries to fix them;
- draws attention to the interlocutor's speech;
- shows interest in learning a language;
- sets clear objectives (allocates his time to learn a foreign language, looks for interlocutors for the practice of speaking and writing, selects the opportunity to practice reading and listening in a foreign language);
- has a specific goal of improving foreign language communication skills;
- organizes its activities, thinks about its successes and analyzes the learning outcomes.

Cognitive strategies are part of the first group. They include methods, techniques and techniques that are used by future teachers in learning a foreign language, such as:

- pronunciation and spelling of new words several times;
- determination of the meaning of the word in context;
- maintaining a lexical card index of a foreign language;
- visualization of lexical material on a specific topic (for example, through pantomime);
- imitation of live speech of a native speaker;

- training pronunciation of individual sounds, especially different from the native language;
- the use of already known words and constructions in a different context;
- implementation of the conversation in the target language;
- Watching TV shows and films in the language being studied;
- reading entertainment and fiction in the language being studied;
- writing abstracts and notes in the language being studied, and then the ability to concisely state information in a letter;
- detection of established structures and models that are repeatedly repeated in speech;
- focusing on complex words, finding the parts of which they consist and familiarity with their meaning;
- the exception of the literal translation of the text;

Affective strategies - work with text: extraction of important and secondary information, labeling of text;

- the use of diagrams, pictures and tables attached to the text with the aim of preliminary understanding of the subject of the text;
- recovery of deformed text;
- the use of dictionaries and grammar guides;
- semantic division of the text.

Affective strategies are characterized by emotional reactions that arise in the process of solving educational problems. They are used to relieve tension and cheer. In practice, this strategy can be applied through the following actions:

- the teacher provides an atmosphere conducive to an effective learning process, organizes work without stress;
- the student tries to relax when he is nervous or experiencing excitement, neutralizes unpleasant emotions;
- overcomes fear and proceeds to speak the language being studied;
- independently monitors the effectiveness of their educational activities;
- praises himself when coping with excitement;
- notices for itself in which cases excitement or embarrassment occurs;
- encourages himself and / or receives encouragement and approval from the teacher and other students for the successful completion of the assignment.

Social strategies affect the relationship between people sharing a foreign language together. In fact, the last two types of strategies can be combined into one whole group of socio-affective strategies. This is because any communication in a social group is not complete without the manifestation of an emotional state. The following examples of social interaction strategies exist:

- appeal to the teacher with a request to clarify, correct the error;
- appeal to the interlocutor with a polite request to slow down the pace of speech or repeat what was said;
- interaction of students in a group or in tandem with another student or teacher;
- appeal for help to native speakers, discussion with them of phonetic, grammatical or lexical features;
- asking questions in the target language;
- developing of the understanding and tolerant attitude to another country and culture, to the feelings and views of other residents.

Compensatory strategies help to overcome the language barrier that may arise due to a lack of studied language tools or an insufficiently developed skill in verbal communication. This is carried out using other existing means of communication:

- using of synonymous words and expressions;
- using facial expressions and gestures;
- paraphrasing or describing words;
- wording and confirmation or rejection of the hypothesis.

The listed types of strategies are universal in that they can be used not only during class hours, but also in additional classes in a foreign language, as well as during independent work.

The practical use of interactive cognitive strategies in the formation of the multilingual personality of future teachers at the Mordovian State Pedagogical Institute required verification of the effectiveness of their use. In the process of experimental training, interactive cognitive strategies were used, based on the application of active interaction techniques in the process of solving cognitive problems in teaching a foreign language. The implementation of cognitive strategies was facilitated by the immersion of students in a developing educational environment aimed at the development of various types of motivation for the formation of a multilingual personality. A mathematical analysis of the experimental results indicates that towards the end of the pedagogical experiment in both groups there was a certain increase in the level of language proficiency of pedagogical university students, while the most obvious changes were observed in the experimental group, while in the control group they were not so significant. During the period of the experiment, the advanced level of knowledge of a foreign language using interactive cognitive strategies for future teachers in the experimental group increased by 38.83%. The high level of foreign language proficiency using interactive cognitive strategies for future teachers in the experimental group increased by 17.64%, and the average level decreased by 17.64%. The number of future teachers with a low level of knowledge of a foreign language using interactive cognitive strategies decreased from 38.24% to 0%. For the same period, the following results were in the control group: the number of future teachers with advanced and intermediate levels of foreign language skills using interactive cognitive strategies did not change; a high level of foreign language skills using interactive cognitive strategies grew by 2.79%. The number of future teachers with a low level of foreign language proficiency using interactive cognitive strategies decreased by 2.78%.

Thus, the comparative data in the experimental group and the control group at the stage of the ascertaining experiment and the generalizing stage of the forming experiment give grounds to assert that the level of formation of the multilingual personality of future teachers in the experimental group is higher than in the control group, which indicates the effectiveness of using interactive cognitive strategies.

Conclusion

The effectiveness of the formation of a multilingual personality of a future teacher when teaching a foreign language using interactive cognitive strategies is ensured by the implementation of the optimal interaction of future teachers with various subjects of the educational process in a communicative educational environment. Interactive cognitive strategies determine not only the success of mastering a foreign language, but also the comprehensive development of the future teacher at this stage of education.

The study in this paper addresses only some aspects of this problem. It seems important to further develop it in the following areas: studying the possibilities of applying individualization and differentiation in the process of forming a multilingual personality of a future teacher based on the use of interactive cognitive strategies; study of the features of the implementation of an integrative approach in the process of forming a multilingual personality of a future teacher based on the use of interactive cognitive strategies; studying the features of the implementation of the proposed model in the conditions of the organization of independent and extracurricular work of future teachers in teaching a foreign language.

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