

Professional Linguistic Personality as Subject of Discursive Processes: Conception of Linguistic Rhetorical Culturological Education

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Abstract. The problems of optimization of cross-cultural communication in the mainstream of improving the training of professional linguistic personality (LP) of any profile in the sphere of foreign languages are considered in this article. From the standpoint of linguistic and rhetorical (L&R) paradigm a hierarchically dominant monoposition of category "linguistic personality" is substantiated, while such concepts as "speech personality", "communicative personality," etc. represent only certain aspects of L&R functioning. The essence of cross-cultural dialogue as a discursive process in multiethnic sociocultural and educational space is algorithmized. Formulations of strategy and tactics of linguistic rhetorical culturological (LRC) education are offered in the form of theses of the research program.

Keywords: linguistic & rhetorical (L&R) paradigm, cross-cultural communication, professional linguistic personality (LP), discursive processes, multiethnic sociocultural and educational space, linguistic rhetorical culturological (LRC) education, algorithm, strategy and tactics.

Introduction.

The purpose of the article is to present the variant of the conception of continuous L&R education with the introduction of culturological component from the standpoint of linguistic and rhetorical (L&R) paradigm. This variant is relevant for multiethnic sociocultural and educational space that is actively formed both at the state-local level (Russia, Kazakhstan and other countries) and at the global level of the world community, the generalized subject of which is "a planetary linguistic personality" (LP). We consider linguistic rhetorical culturological (LRC) aspect of professional training of LP in relation to a specialist of any profile for whom high level, quality and efficiency of foreign language, foreign culture communication are relevant, see [1–6].

We stipulate that when selecting one of two close and often competing terms – intercultural / cross-cultural communication – we choose the second term as a wider one. According to V.I. Goncharov, "cross-cultural level" <...> not only helps to communicate with speakers of other languages, but also through the common and different things enriches linguistic culture of a bearer with all ethnic spectrum of reflection of the world in the language" [7].

Materials and methods.

The approaches and conceptions in the field of linguistics, cross-cultural communication, linguoculturology, cross-cultural linguistics, theory and methods of teaching foreign languages, education and psychology, the data of the experimental work with students of different fields of training served as the material of our research work. We used the methods of analysis, comparison, generalization, observation, questioning, pilot experiment, interpretation.

Discussion.

As it is known, a wide range of international cooperation, the need for a qualitative breakthrough in the professional training of specialists in the context of integration into the global community nominated foreign languages in the educational priorities. The solution of problems in

ensuring the compliance of the quality level of foreign language teaching to modern rates of the country's development naturally necessitates a radical revision of the methodology of foreign language education.

The subject of scientific cognition in the system of foreign language education is an interdisciplinary construct "language – culture – personality" in close relation of its parts. Cross-cultural communicative theory of foreign language teaching, aimed at integrated teaching of language and culture, serves as the leading modern conception of foreign language education. This theory reflects its focus on integrated teaching of language and culture, providing the disclosure of language as a translator of socio-cultural specificity of national language communities in the communication that facilitates mutual understanding and cooperation in an open world [8]. Thus, the full use of a foreign language as a means of communication involves not only the acquisition of integral linguistic and rhetorical (L&R) competence [9], but the linguoculturological one.

There must be an immersion in another culture that requires a certain degree of identification with the representatives of a given language community world [10]. However, in the theoretical and methodological terms it can be discussed with the following statement: "Polylinguistic personality is an active carrier of several languages, which is: speech personality – a complex of psycho-physiological properties, allowing the individual to exercise speech activity simultaneously in several languages; communicative personality – a set of abilities of verbal behavior and the use of multiple languages as a means of communication with people of different linguistic societies; ethno-semantic personality – a symbiosis of worldviews, value orientation, behavioral experience, integratively reflected in the lexical system of multiple languages" [11]. In our opinion, it is necessary to hierarchize the concept '*linguistic personality*' and numerous terms-variations appearing in the scientific literature: *verbal personality*, *communicative personality*, *ethno-semantic*, *textual*, *discursive personality*, etc. These concepts are used as a substitute, contextual synonym to 'LP', and independently, with an indication of their difference from the language personality. However, it is necessary to withstand the principle of monoanthropocentrism: linguistic personality of the subject of discursive processes is always the same in all types of speech events; while speech, communicative, textual, discursive ones, etc. are not the personalities in its composition, but hypostases of functioning and development of linguistic personality.

Thus, the category of "linguistic personality" is not just the top of the hierarchy, but the category-monopolist in this conceptual row. In L&R paradigm only title term of anthropological linguistics – "LP" is traditionally used; levels of LP structure – verbal and semantic (verbal associative network), linguistic and cognitive (thesaurus), motivational (pragmatics) [12] are involved in the three groups of universal LR parameters. The last ones form a complex research prism: ethos-motivational-dispositional, logo-thesaurus-intentional, paphos-verbal-elocutive parameters of the text, discourse-practice, discourse-ensemble, literary work, etc.

In the works of the Sochi L&R school different types of LP are categorically postulated and developed, including collective, group, regional and others [13–20]. In the educational and applied aspect LP of a learner is studied in its formation as a strong linguistic personality of dialogical, democratic, multicultural type; definitions of secondary LP, poly-lingual LP are clarified. The empirical material was studied in the speech, discursive, communicative, cognitive, cultural, pedagogical aspects and others, but the basic term – LP – remained a universal matrix, with respect to which the rest of the nuances of state and functioning (see above) of the communication subject, the producer and the recipient of discursive processes acquire the status of modes, registers, forms, aspects of LP functioning.

Secondary linguistic personality is defined in LR paradigm as the subject of discursive processes in a foreign language, implemented in psycho-linguistic continuum of foreign cultural mentality during the speech-mental activity on the perception, processing and production of information about the world and the man in the form of a stream of coherent speech – discourse-practices of different types, that are fixed in texts of different genre-styles as semiotic results of discursive text-forming process. Polylingual LP is distinguished by the presence of primary LP in its core structure on the basis of the native language and two or more secondary LP by the number of language-codes through which this LP can participate in cross-cultural communication as an active, conscious and creative subject of discursive processes.

Thus, LP is the subject of cross-cultural communication, the optimization of which is particularly relevant in the early twenty-first century, when the dynamics of diverse discursive processes is implemented at the global level of multiethnic sociocultural and educational space, in the presence of a single semiotic Internet. In L&R paradigm verbal communication is considered as the interaction of two or more linguistic personalities – their pragmatics, thesauri, and verbal associative networks. It is intentionally, dispositionally, elocutively organized, instrumented from the standpoint of ethos, logos and pathos, implemented with varying degrees of harmonization.

Full speech communication particularly envisages harmonization of productive and receptive registers of speech-mental activity, so surface, actional and as deep, emotional and intellectual processes at all levels of structural levels of LP communicants. Ideally, it requires the unity of not only linguistic, but also the L&R world pictures of communicants [21].

Individual L&R picture of the world is a verbalized worldview, the result of interaction between motivational and cognitive levels of LP structure, organizing its verbal associative network according to the ideologically-hierarchical principle and predetermining discursive textual strategy. Any statement is a structuring of universum by the addressee (linguistic personality¹) within its L&R picture of the world and a kind of "imposition" of the model of reality to addressee (linguistic personality²). Specificity of communication as an equal "harmonizing dialogue" [22] is in a double construction of a single, common for communicants of mental sub-space, as a result of achieving L&R consensus, communicative consent. Thus, harmonically dialogized communication appears as a joint production of mutually acceptable ethos-logos-pathos structure by the subjects of this discourse in verbal modeling of "variative interpretation of reality" [23]. This task is much more complicated in the situation of cross-cultural communication. Striving for consensus and the ability to harmonize dialogue, organizing the work of mechanisms for implementing L&R competence of LP, are a criterion of the high culture of speech, intelligence of verbal behavior in communication as in the mother tongue, as in a foreign language, foreign cultural communication. We explain that the mechanism of realization of integrated L&R competence is a psycholinguistic formation in the structure of linguistic personality, a complex of interrelated thought-speech abilities by means of which various aspects of communicative, textual and linguistic sub-competencies are implemented.

Eight mechanisms for implementing L&R competence that allows LP effectively to implement speech activity are allocated based on the five parts of classical rhetoric and the four psychological stages of activity (Table 1):

Table 1. Mechanisms of implementation of integrated linguistic and rhetorical competence of linguistic personality.

<i>Classic rhetorical canon</i>	<i>Psychological stages of activities</i>	<i>Mechanisms of implementation of linguistic and rhetorical competence</i>
	1) orientation;	1. Predispositional orientation mechanism for implementing L&R competence
	2) planning;	2. Inventional paradigmatic mechanism for implementing L&R competence (content)
1) Invention	3) implementation;	3. Dispositional syntagmatic mechanism for implementing L&R competence (composition)
2) Disposition		4. Elocutive-expressive mechanism for implementing L&R competence (language and style)
3) Elocutio		

4) Memory		5. Mnemonic mechanism for implementing L&R competence
5) the Action (pronouncing, spelling)		6. Actional mechanism for implementing L&R competence
		7. Psycho-rhetorical mechanism for implementing L&R competence (feedback)
	4) control	8. Editorial-reflexive mechanism for implementing L&R competence

1. The orientation mechanism for implementing L&R competence provides a common orientation in the speech event: clarification of purposes, conditions of communication, psychological portrait of the recipient; style, the type of speech, the genre of planned discourse:

<i>productive register:</i>	<i>receptive register:</i>
skills: – to navigate in communication situation, i.e. aware about what will be the statement, to whom it is addressed, in what circumstances, why it is created (to share something, to express feelings, to inform, to explain, to influence the interlocutor, etc.)	skills: ▪ realize the communicative task; ▪ assume on the title, beginning as well as other external signs (on the illustrations in the book, over look, mimics of the speaker, the general nature of the message, its subject, purpose, further continuation)

2. Inventional mechanism for implementing L&R competence provides cognitive strategy that singles out micro-themes in discourse making up together the whole theme:

<i>productive register:</i>	<i>receptive register:</i>
skills: - aware of the subject and the main idea of the utterance, possible micro-themes, their approximate content and semantic hierarchy	skills: ▪ understand the basic idea of the author, his speech problem; ▪ distinguish between known and new, primary and secondary information, theoretical material and facts specifying them; ▪ allocate micro-themes, blocks of statements.

3. Dispositional mechanism for implementing L&R competence provides compositional and communication strategy that builds the logic of the subject of speech and genre according to the laws of perception of oral (written) language and features of the addressee:

<i>productive register:</i>	<i>receptive register:</i>
skills: - outline the course of thought, plan the sequence of micro-themes	skills: - understand the course of the development of an addresser's thought, the logic of constructing another's statements

4. Elocutive mechanism for implementing L&R competence provides the corresponding language strategy, adequate verbalization of the referent according to specific speech situation:

<i>productive register:</i>	<i>receptive register:</i>
skills: <ul style="list-style-type: none"> ▪ formulate thought; ▪ ensure the development of thought from sentence to sentence and the relationship of individual proposals among themselves; ▪ observe the norms of the literary language; ▪ choose language means taking into account the problem of speech, an addressee, terms of communication, the main idea and content of the given part of the statement 	skills: <ul style="list-style-type: none"> - understand the meaning of words, contextual semantic meaning of words, word forms, syntactic constructions, intonations

5. Editorial-reflexive mechanism for implementing L&R competence edits statements: current (inventional, dispositional, elocutive) final, actional (in the oral presentation and the act of writing the text), the post-communicative:

<i>productive register:</i>	<i>receptive register:</i>
skills: <ul style="list-style-type: none"> - control the conformity of the utterance to the plan, communicative situation; - evaluate the content in terms of topics, speech problems, the main idea, sequence of presentation; - estimate language means in terms of speech problem, the basic idea, the requirements of speech culture; - evaluate the ethical side of verbal behavior; make the necessary adjustments 	skills: <ul style="list-style-type: none"> ▪ understand the author's position and the relationship to it; ▪ realize the degree of understanding of other people's statements, the penetration depth of their meaning; ▪ use techniques in order to improve understanding of the message (asking for the meaning of unfamiliar words, asking questions, return to the read materials, etc.)

6. Mnemonic mechanism for implementing L&R competence provides effective interaction of operational and long-term memory, the optimal use of memorization techniques developed in the mnemonics' technique.

7. Actional mechanism for implementing L&R competence provides adequate articulatory-behavioral strategy and the strategy of writing in a particular speech situation:

<i>oral form of speech:</i>	<i>written form of speech:</i>
ability to speak in public, optimally using verbal and nonverbal means of communication, observing ortho-epic and other linguistic norms	ability to express their own thoughts, observing the rules of graphics and calligraphy, spelling and punctuation

8. Psycho-rhetorical mechanism for implementing L&R competence provides feedback to the addressee on the basis of skills:

- take into account the peculiarities of an addressee's perception, analyze his response in the communication;
- correct his own verbal behavior according to the strategic purpose of the communication – communicative effect.

With the subject-object type of relationship (agonal type of communication) communicative effect as the impact on the recipient in his own interests, the suggestion to him his own L&R picture of the world is recognized as the planned result of linguistic interaction. In contrast, with the subject-subject type, constitutive for a genuine, full human communication, it is understood primarily as a communicative consonance, the product of setting up all levels of structure of linguistic personality¹ and linguistic personality², primarily motivational, cognitive and proper verbal-semantic. Communicative dissonance, leading to communication failure, acts respectively as a negative result of a joint dialogical discursive process.

Effective verbal interaction in terms of cross-cultural communication of LP – representatives of different ethnic societies – should be considered within the overall strategic goal of learning a foreign language. It is important and legitimate to include the learner into the global linguistic and rhetorical hermeneutic circle, which organizes the intellectual-speech culture of the studied language's country, i.e. to include the learner in the foreign-language discourse-interpretive and text-forming processes undertaken by the comprehensive linguistic personality of an ethnic society.

Accordingly we can not do without methodological comprehension and didactic interpretation of the above mentioned category of "L&R picture of the world", serving a kind of dynamic realization of the language's conceptual sphere. Namely LR picture of the world, i.e. hierarchy of value judgments, under which linguistic units function and gain contextual semantization, determines the most important parameters of the receptive and productive speech-mental activity in this language and acts as its implicit framework. Only on the basis of its assimilation full perception, adequate understanding, production of idio-discourse, specific texts, quite organically including into foreign language, foreign-cultural discourse-practices and discourse-ensembles, are possible. Foreign-cultural L&R picture of the world is implicitly absorbed through the reception and ideological transcoding of typologically diverse texts in this language being sprayed also explicitly in the array of cultural information. Under the ideological components of the speech act in the broad sense we mean the embodiment of the ethos, logos and pathos, in the narrow sense – an account of political specifics of a state system, for example, in a totalitarian one, transitional to democracy and traditionally democratic types of the society.

In expanded form the adaptive algorithm of the mechanisms for the implementation of integrated L&R competence in foreign cultural communication (with the introduction of culturological component when its transformation into LRC competence) is represented by the following steps, which are particularly important for professional linguistic personality – future specialist:

I. Pre-preparatory stage (preverbal, inner speech):

1. Formation of the clearest understanding of the structure of L&R picture of the world, prevailing over the linguistic personality of a learner as a future communicant, i.e. knowledge and understanding of the ethnic and cultural specifics of their own mentality and mindset caused by the prism of a native language.

2. Getting acquainted with the ideology of ethnic society, with a representative of which is expected to start communication, awareness of spiritual priorities of the given ethnos' collective LP (through the media, artistic and belletristic literature of the country of the studied language, intensification of the experience of personal contact, etc.).

3. A comparison of L&R picture of the world and the predictable one – future partner in foreign-cultural communication – in order to identify: a) the total, invariant b) distinctive features, and c) the opposite in value hierarchies, argumentative strategies, and interpretation of the main cultural concepts.

II. Directly-preparatory stage (with partial verbalization of problematic nodal points, rehearsal):

4. Consideration of future communication's strategy, which is primarily based on common items and reference points of two (or several) L&R pictures of the world, smoothing differences and

bypassing "sharp ideological corners" of future communication; forecasting of possible L&R conflict and discretion of reserve compromise moves.

The above mentioned items 1-4 correspond to the work of predispositional and orientational mechanism for implementing LRC competence relying on mnemonic mechanism, as well as a partial actualization of other mechanisms – depending on the degree of expansion of predictable idio-discourse at this preparatory phase.

III. Communicative stage:

5. Designing in the course of real dialogue (at the intersection of prepared speech and impromptu) of dispositive frame, inventional rod and elocutive filling of idio-discourse in dialogic mode, with permanent self-correction of idio-discourse.

The work of inventional, dispositional, elocutive-expressive mechanisms for implementing LRC competence is carried out in spontaneous mode, i.e. simultaneously with the work of mnemonic, actional and psycho-rhetorical (feedback) mechanisms.

In parallel there is a current self-control and a corresponding adjustment of the speech act in the communication process.

IV. Post-communicative phase:

LRC reflection of professional LP:

6. Subsequent analysis of the content, composition and formal language parties of communication, taking into account, along with personal characteristics of an interlocutor, the nature of the interaction of different L&R pictures of the world – conflictual, consensual, etc.

The work of editorial and reflective mechanism of LRC competence that is differentiated in aspects of each of the other mechanisms.

7. Formulation of conclusions about the admitted mistakes and miscalculations of communication, strategy and tactics of communication with representatives of this ethnic society, bearers of the L&R picture of the world in the future.

Building of secondary discourse-interpretant on the results of culturological introspection of communicative foreign language behavior; involving major mechanisms for implementing LRC competence in terms of auto-communication (internal speech or pronunciation aloud).

Of course, in a systematic dialogue with representatives of one or another national-cultural community, social and political system, particular ideology, algorithm steps of speech-mental preparation and implementation of cross-cultural communication, the current self-correction strategy and tactics of communication can be automated quickly enough. Coagulation of the algorithm happens then and individual features of future companion come to the foreground. However, in preparation for the first contacts with representatives of other ethnic society, carriers of another culture the substantive analysis of alien L&R picture of the world, including its variations depending on the social status of an alleged partner in dialogue, again becomes necessary.

In conclusion, in thesis form we submit a program of integrated LRC education in aspects of its strategy and tactics' submission.

A. Strategy of linguistic rhetorical culturological (LRC) education in the former Soviet multiethnic sociocultural and educational space (for example, Russian as a native language, the state language, the "second native"):

1. Strong LP of dialogic, democratic, multicultural type possessing ethical responsibility, cultural, general-subject training and high L&R competence as a modern modification of Russian (Russian-speaking) speech ideal in conditions of competition and mixing of three basic elements of speech-mental activity during the post-perestroika period: Soviet ideologized model, Americanized pragmatic communicative model, the domestic Russian Orthodox-Christian model of communication.

2. Education of strong LP of dialogic, democratic, multicultural type in the process of learning Russian language, foreign languages and humanities subjects as a means of qualitative transformation of post-Soviet linguistic and cultural situation in Russia and the CIS in a truly democratic one.

3. The formation of integral LRC competence in humanities subjects as means of education of a strong LP of dialogic, democratic, multicultural type taking into account the leading trends of linguodidactics, enriched with the achievements of rhetoric and linguoculturology at the beginning of the twenty-first century:

- Ritorization of language – and more broadly – philological education, the integration of culturological component at a new level of research achievements;
 - Creation of "a theory of man's relationship with the mother tongue", as well as foreign languages, as the gnostic and operationally-activity basis of self-projection of strong LP of dialogic, democratic, multicultural type, ideally – bilingual or polylingual LP;
 - Learning the language – native, state, foreign languages as an effective speech-mental activity: organic fusion of language (systematic and structural) and speech (communicative and rhetorical) sections of each of the educational programs. The establishment of ground control points of interdisciplinary interaction for coordinated formation of the core of the primary LP and the substructure of the secondary LP in case of bilingual LP and also synergistic complex of several substructures of the secondary LP in case of polylingual LP;
 - "The dispensation of the personality of a learner" in the teaching of the native / foreign language as the pedagogical dominant and important task of a holistic educational process at all levels of continuous LRC education;
 - Designing of content and instrumental support for training programs of different levels in linguistic rhetoric and culturology for all levels of school and higher education, and their close relationship with the studied language courses;
 - Classification of culturological knowledge, skills and habits, specific competences, together forming a complex LRC competence of the learner; and designing of effective methods of their coordinated formation.
4. Software of the system of primary, general, vocational (secondary and higher) and additional LRC education, corresponding to the world standards, modern educational technologies, competence approach.

B. Tactics of linguistic rhetorical culturological (LRC) education includes four aspects that correspond to the linguistic, rhetorical and cultural components of the integrated LRC competence and its psycho-physiological support.

1. Linguistic component of integral LRC competence:

Formation of language subcompetence of a learner:

- development of individual language ability and optimization of the process of mastering language knowledge, abilities and skills, competences, experience of solving problems and creative activities in the ethnic and socio-cultural context in order to automate speech-mentality activity at the level of linguistic operations corresponding to the literary norm (phonetic graphic, lexical and phraseological, morphemic and derivational, morphological, syntactic, stylistic operations);
- study of the system and the structure of language – native, state, foreign – on discursive textual basis and in the process of communicative application within the culturological typology of speech events of different types in the receptive and productive registers, dialogic and monological modes, oral and written forms of implementation of integral LRC competence.

2. Rhetorical component of integral LRC competence:

2.1) Formation of textual subcompetence of LP of a learner:

- Development of individual text-forming ability and optimization of the process of mastering speech-forming knowledge, abilities and skills, competences, experience of solving problems and creative activities in culturally deterministic text-education. Support of learners with models of effective text actions: intensional (content- semantic), dispositional (structural and compositional) elocutive (figurative- expressive) – with allowance for the situationally determined functional and semantic type of speech (description, narrative, reasoning, value judgment), functional style of speech (spoken and book: scientific (scientific and popular, official business, journalistic, preaching, art), speech genre (review, report, announcement, article in the newspaper, writing, talking on telephone, essays and literary text, etc.) as LRC constructs;
- Methods and techniques for enhancing the implementation of text mechanisms of LRC competence's realization: intensional, dispositional, elocutive-expressive in productive and receptive registers, monologue and dialogue modes, oral and written forms of speech activity;

2.2) Formation of communicative subcompetence of LP of a learner:

- Development of individual communicative ability and optimization of the process of mastering speech-forming knowledge, abilities and skills, competences, experience of solving problems and creative activities in the field of communication as ethnic and sociocultural deterministic phenomenon. Support of learners with models of effective communication:

orientational, actional, psycho-rhetorical – specific to the speech situation (social roles, relationships, communicants' goals, terms of communication) and discourse as a stream of verbal behavior (verbal, acoustic, sign-mimic, spatial), forming the structure of socially meaningful speech event – the basic unit of communication;

– Methods and techniques for enhancing the implementation of communicative mechanisms of LRC competence's realization: predispositional, actional, psycho-rhetorical (feedback from the addressee) in productive and receptive registers, monologue and dialogue modes, oral and written forms of speech activity;

– Problems of learning optimal speech behavior as the result of LRC reflection, the aggregate of speech acts, consisting of the sum of the individual speech acts in the light of the typological characteristics of strong LP of dialogic, democratic, multicultural type. This striving for the subject-subject speech relations, communicative cooperation and harmonizing dialogue as a prerequisite for achieving communicative consonance in social and cultural micro-, meso-, macrospace.

3. Culturological component of integral LRC competence:

– development of cultural outlook and erudition as the integrative basis of mastering an interdisciplinary content of all academic disciplines;

– formation of the aggregate of culturological knowledge, skills, competencies, the experience of solving problems and creative activity of the teaching subject in their hierarchical relationship;

– formation of the system of culturological orientations of an individual, optimal for the society, as a project basis for his self-projection, self-education and self-education.

4. Psycho-physiological maintenance of functioning of LRC competence:

– improvement of editorial-reflective mechanism based on mastering orientation basis of errors and defects' typology of speech-mental activity, which has been developed in L&R paradigm and represents "a model of a weak LP" possessing a low LRC competence, i.e. a model of speech anticulture;

– improvement of mnemonic mechanism and the problem of optimization and development of philological and culturological memory.

Conclusion.

The proposed strategy and tactics of LRC education concisely fix the key points of the formation of high integral L&R competence with reinforced culturological component. It serves the essential correlate of speech-mental culture of LP – the subject of discursive processes of cross-cultural communication – in conditions of globalization and in world multiethnic sociocultural and educational space. This is a scientific-methodical program and simultaneously a justification of educational policy in the field of interconnected and coordinated study of native and foreign languages. Such an orientation framework (made in the form "cell" structure) of restructuring the national language education in the sphere of formation of speech-mental culture of younger generations should be implemented simultaneously at all levels with regard to their specificity. Optimization problems of cross-cultural communication acquire particular importance in higher education – for training specialists of any profile in the sphere of foreign languages. At the forefront of scientific and methodical program there are such categories as "professional LP", "integral L&R competence", "LRC education", "LRC competence".

In relation to the linguistic situation of modern Kazakhstan two stages of its understanding in educational and applied aspects can be distinguished.

In the first phase (90th – beginning of the 2000) the preservation of ethnic and cultural identity of the person through the initiation to the native language and culture while mastering values of world culture is recognized as the strategic objective in keeping with the conception of ethno-cultural education [24–26].

The second phase (2004 to present) characterizes the cultural project "Trinity of languages", stated as a separate domestic policy. Its conception and gradual implementation are set out in the Letter and Decrees of President of the Republic of Kazakhstan N.A. Nazarbayev: we need to develop the Kazakh as the state language, Russian as a language of international communication and English as the language of successful integration into the global economy [27–28].

Our proposed conception, algorithm, strategy and tactics of language education as the linguistic rhetorical culturological one, systematically implemented in terms of mono-, bi- and

polylingual education are justly regarded as the orientation basis, also relevant for the implementation of the above mentioned project. At each educational stage they consistently contribute to the establishment of strong linguistic personality of dialogic, democratic, multicultural type in the new paradigm of success – personal, social and professional. Bi- and polylingual personality of such kind becomes a conscious and creative subject of discursive processes of multiethnic sociocultural and educational space of the XXI century at the state-local levels, and global level as well, being the active cell of the collective "planetary linguistic personality".

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