



ECONOMICS COLLEGE IN STALOWA WOLA

**PEDAGOGICAL AND PSYCHOLOGICAL SCIENCES:
DEVELOPMENT PROSPECTS IN COUNTRIES
OF EUROPE AT THE BEGINNING
OF THE THIRD MILLENNIUM**

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FORMATION OF THE LEARNER'S LINGUISTIC IDENTITY ON THE BASIS OF THE SYNERGETIC APPROACH

Dyka N. M., Mykytenko V. O.

INTRODUCTION

Modern information society has faced the problem of structuring of accumulated knowledge that is constantly growing. Looking for solution to this problem, more and more scientists began to refer to synergy and its methodological apparatus. Arisen within an exact science, it confidently began to penetrate in the humanitarian field, finds all the new common ground between different disciplines.

“The central place in the education system belongs to the secondary school. Unlike the university, an imbalance in the development of children can still be balanced at school. The worldview is laid out in the family and school. In school, the civic position and moral qualities of a person are formed. Here it is decided whether a person will want and be able to study throughout life”¹. Work on the formation of the linguistic identity of the pupil of the primary school should be systematic, consistent, structured and based on a combination of theoretical and practical material.

“The goal of full comprehensive secondary education is the versatile development, education and socialization of a person who realizes himself as a citizen of Ukraine, able to live in a society and civilized interaction with nature, has a desire for self-improvement and life-long learning, ready for a conscious life choice and self-realization, labor activity and public activity»¹.

The universality of synergistic knowledge and opportunity to look at an old problem from a radically new angle of vision is often attracts the attention of researchers from different areas of science. It has led to the fact that nowadays synergy occurs in many contexts: as a scientific and philosophical principle (the traditional view), as a separate science (O. Voznyuk), as an interdisciplinary approach to the analysis of a specific problem (N. Fedorov), as an interdisciplinary scientific field (L. Klimontovich) and others. It is not surprising that modern science is characterized by appearance and adoption of new fields of research, such as

¹ Концепція Нової української школи. URL: <http://mon.gov.ua/Новини%202016/12/05/konczepczya.pdf>

biosynergetics, cybernetic synergy, psychosynergetics, pedagogical synergy, linguosynergetics, etc.

Synergetic approach in education, in particular the issue of pedagogical synergy, has been studied by E. Brizhata, V. Budanov, M. Vesna, O. Voznyuk, V. Kremen, V. Ilyin, V. Tsynkin and others. There is monograph devoted to the synergistic features of native language (F. Batsevych). The features of development and functioning of the synergetic systems from various aspects are described in the works of J. Dobronravova, K. Knyazeva, S. Kurdyumov, H. Haken and others.

Features of formation of the linguistic identity in linguodidactics highlighted in the works of O. Goroshkina, N. Dyka, O. Karaman, S. Karaman, M. Pentilyuk and others. The structuring and modeling of linguistic identity in different contexts has been researched by O. Goroshkina, O. Danilin, Y. Karaulov, A. Lavrinenko, V. Mahinov, N. Petlyuchenko, S. Potapenko, etc. However, the question of building the linguistic education based on a synergistic approach remains insufficiently explored.

Realizing synergy as universal knowledge about self-organized systems, their functions and development, we are confident, that achievements of this science can be widely used in linguodidactics and have great prospects of appearance of new methods and pedagogical techniques.

In terms of synergy's methodology, in our opinion, application of synergetic approach to language education provides interpretation linguodidactic realities, for this, primary, we consider necessary to interpret linguistic identity as a synergistic system.

1. Linguistic identity as a synergetic system

Nowadays the researchers of different scientific branches have become increasingly refer to the concept of linguistic identity. It can be explained by many factors including a modern scientific trend of an anthropocentrism. Due to new scientific discoveries and an increase of information, a various branches of science apply to the interpretation of personality as to the most complex object of a study, through the prism of which actually appears all science. The education, including the linguodidactics is not the extension. So, the linguistic identity is regarded by many researchers, but to date there is no universally accepted definition that would reflect all the complexity of this concept. The most of the suggested interpretation are very general (are distinguished by big wideness and may concern not only linguistic identity),

or more, they are one-sided (does not reflect all facets of outlined concept, describing it only with one or more aspects). In our opinion, synergetics is universal knowledge of the system: it is self-organizing and self-sustaining; able to fully characterize the linguistic identity, covering all its diversity.

L. Palamar observes that linguistic identity – a complex and unique phenomenon in the social life of the people – because everyone has a diverse range of opportunities and diverse interests, which can obtain universal development under optimal conditions². Not surprisingly, that traditionally linguistic identity exploring in three aspects: psycholinguistic (e.g., through the relationship of language and thinking), linguodidactic (e.g., through language training patterns) and in the language fiction literature (i.e., features of linguistic identity in fiction). This view is shared by Y. Karaulov³ and followed him V. Makhinov⁴. In our point to this list is necessary to add also sociolinguistic aspect. It is considered because of the strong development of sociolinguistics in recent years. This science includes the study of the influence of social roles on the formation linguistic identity (it is the linguistic identity of the learner, linguistic identity of the teacher, etc.), social development conditions of national minorities, national identity, culture, traditions etc. In particular, A. Danilina interprets linguistic identity as a system that arises and develops in the community, relying on the ability of expression and consolidation of social relations and interactions⁵.

There are two approaches to understanding linguistic identity in linguodidactics. According to Y. Karaulov, this is a target approach (linguistic identity is regarded as a target) and methodological as well (considering the formation and development linguistic identity)⁶. Within the target approach, linguistic identity emerges as that one that has mastered all the competencies that are its components. In other words, in terms of linguodidactic synergetics, it is a powerful attraction for any linguistic techniques and linguistics in general.

² Паламар Л.М. Функціонально-комунікативний принцип формування мовної особистості: автореф. дис. д-ра пед. наук: 13.00.02; Український держ. педагогічний ун-т ім. М.П. Драгоманова. 1997. С. 39.

³ Караулов Ю.Н. Русский язык и языковая личность. Изд. 6-е. М.: URSS, 2007. С. 28.

⁴ Махінюв В.М. Становлення мовної особистості в історії розвитку європейського соціокультурного освітнього простору: монографія; Нац. пед. ун-т ім. М.П. Драгоманова. К.: Вид-во НПУ ім. М.П. Драгоманова, 2012. С. 61.

⁵ Даниліна О.В. Мовна особистість у контексті сучасної літератури: монографія. Мелітополь: Вид. будинок Мелітоп. міськ. друк., 2013. С. 23.

⁶ Караулов Ю.Н. Русский язык и языковая личность. Изд. 6-е. М.: URSS, 2007. С. 58.

According to O. Voznyuk, attractor as a notion is the synonymous of term “target”, “the final condition”. With the term attractor is associated relatively stable condition of the system, which supposedly attracts whole “trajectories” of the system due to its different initial conditions⁷. The scientist stressed that the attractor can detect different properties in systems of different nature⁸. Specifically, linguistic identity as attractor can't be a synergetic system, because it is not capable of self-organization and self-development, as it has already reached perfection, the highest level of development and has become a kind of ideal.

A. Lavrinenko argues that linguistic identity characterized by perception and arising of grammatically correct, clear in meaning and aesthetically structured expression⁹. And the dictionary-reference book of Ukrainian linguistics indicates that linguistic identity is a native speaker, who has a good system linguistic knowledge (concepts and knows the rules), reproduces speech activity, has a skill of an active work with words, takes care of language and promotes its development¹⁰. This refers to the highest evolution synergetic system/linguistic identity, taken separately from the specific system and on the theoretical level generalized to a set of required competencies separated on certain skills and abilities. In this context we are impressed by determination of linguistic identity Y. Karaulov who emphasized that it is multi-language and multi-set of abilities, skills, readiness to implement linguistic acts of different difficulty levels, actions which are classified, on the one hand, due to the types of speech activity (speaking, listening, reading and writing) and on the other – on the levels of language, it means phonetic, grammatical and lexical¹¹.

We are notice, that as the powerful attractor who is able to change its own content under influence of external factors the linguistic identity will always remain desirable, but elusive, because of the direct dependence between personality and language, which are both live synergetic dissipative systems. Linguodidactics can achieve such attractor just in condition when language

⁷ Вознюк О.В. Педагогічна синергетика: генеза, теорія і практика: монографія. Житомир: Вид-во ЖДУ ім. І. Франка, 2012. С. 89.

⁸ Вознюк О.В. Педагогічна синергетика: генеза, теорія і практика: монографія. Житомир: Вид-во ЖДУ ім. І. Франка, 2012. С. 90.

⁹ Лавриненко О.Л. Структурно-функціональні особливості мовної особистості студентів: автореф. дис. канд. психол. наук: 19.00.01; Волин. нац. ун-т ім. Лесі Українки. Луцьк, 2011. С. 5–6.

¹⁰ Словник-довідник з української лінгводидактики / ред. М.І. Пентиліук. К.: Ленвіт, 2003. С. 85.

¹¹ Караулов Ю.Н. Русский язык и языковая личность. Изд. 6-е. М.: URSS, 2007. С. 29.

stops to be synergetic system and discontinue developing in some certain stage. However, we notice, that even if to take in account so-called “dead” languages (and the science, which explore this languages is also characterized by constant development), it is difficult to find person who will use such language at the highest level of defined competencies.

It should be stressed that such attractor will be permanent, constant only within a clearly defined time period. With the development of the science of language new scientific discoveries, the semantic content of the concept linguistic identity will be changed. Consequently, the purpose, as well goal of linguodidactics will be changed also. A few years ago we could only speak about linguistic competence and gave for it a broad meaning. Modern language education highlights a number of competences that should be formed during the learning process of the individual (which constitute the conceptual basis of the concept linguistic identity).

So, the linguistic identity as linguodidactic attractor is the result of the interaction of two synergistic systems (language and personality) and is characterized by the highest level of defined competencies and relative stability. Also, it has the ability to acquire structural changes depending on the initial conditions of the system, which are attracted, and change its content under influence of external factors.

Within the methodical approach to understanding and researching of the linguistic identity, a special attention, according to the Y. Karaulov, is drawn to the generalization of methods and techniques learning. Videlicet, the linguistic identity is reproduced on the basis of linguodidactic achievements¹².

Specifically O. Lavrynenko stresses that linguistic identity is an important component of an integrated human personality and has three main functions: reflective (knowledge of reality), instrumental (providing speech activity as a basis for other types of personality), regulatory (provision of language development and effective social interaction personality)¹³.

V. Makhinov notes that linguistic identity is expressed in a language and through the language. Such identity reconstructed in its basic features based on linguistic means. It is decoded as part of the spacious and multifaceted understanding of personality in psychology; as a kind of full representation

¹² Караулов Ю.Н. Русский язык и языковая личность. Изд. 6-е. М.: URSS, 2007. С. 58.

¹³ Лавриненко О.Л. Структурно-функціональні особливості мовної особистості студентів: автореф. дис. канд. психол. наук: 19.00.01; Волин. нац. ун-т ім. Лесі Українки. Луцьк, 2011. С. 7.

of a personality, who accumulates the mental, social, cultural, ethical and other components, but refracted through its language¹⁴.

Linguistic identity is a subsystem of personality. In this context it will be valuable a comments of V. Tsykin. The scientist says that not every system is subordinated to the principles of self-organization, but the only one that has the appropriate characteristics of this process¹⁵. He proves that identity is a synergistic system, because it is:

- complex system, because it has many elements and subsystems;
- open system that is capable of free exchange of matter, energy or information with the environment;
- dissipative system, that can exist both physically and spiritually only under conditions of constant exchange with a substances, environment, energy, information;
- nonlinear system, because the development of such systems is almost impossible to predict the number of its options more than in linear systems, because even a small impact can cause very large consequences, and vice versa¹⁶.

Thus, it is suggested that linguistic identity can be shaped and developed as well, as understanding of personality as a whole system of self-organization and self-development. There is a reason to assert that a linguistic identity is a synergistic system.

According to O. Voznyuk synergetics does not come from conventional unambiguous definition of “system” and with its set of properties such as nonlinearity, openness, integrity and stability of the structure, the processes of its formation, self-organization, self-development, lack of balance, self-determination, fluctuation, probability, bifurcation, attraction, fractal and additive¹⁷.

Outlining the synergistic approach to language, F. Batsevych notes that alive natural language appears as the extremely complicated natural energetic creation of a permanent disturbances, as well as areas of relative

¹⁴ Махінов В.М. Становлення мовної особистості в історії розвитку європейського соціокультурного освітнього простору: монографія; Нац. пед. ун-т ім. М.П. Драгоманова. К.: Вид-во НПУ ім. М.П. Драгоманова, 2012. С. 69.

¹⁵ Цинкин В.А., Брижатый А.В. Синергетика и образование: новые подходы. Сумы: СумГПУ, 2005. С. 157.

¹⁶ Цинкин В.А., Брижатый А.В. Синергетика и образование: новые подходы. Сумы: СумГПУ, 2005. С. 158.

¹⁷ Вознюк О.В. Педагогічна синергетика: генеза, теорія і практика: монографія. Житомир: Вид-во ЖДУ ім. І. Франка, 2012. С. 88.

stability; creation, which is in constant motion and reformatting under influence of a large number of factors¹⁸, understanding native language as a symbolic environment, mediator and harmonizer of attractive type between the energies of what is explore (the world) and who is explore (man)¹⁹. We agree that in a broad sense the language appears as a synergistic attractor of correlation “the personality – the world”¹⁹, but specifying this concept, we believe that language, including native one is a synergetic system. No doubt, that synergism of a personality is overcomplicated multifaceted system.

So, is the result of the synergistic interaction between the two systems (language and identity), linguistic identity acts as a complex dissipative system, which is exposed to various bifurcations and in the process of fluctuative changes can evolve to a new level or face self-destruction.

The problem of the internal structure of linguistic identity has long attracted the attention of scientists. Y. Karaulov was one of the first attempted to investigate this issue. Aspiring to a particular detail, he proposed a model of linguistic identity, which has over 40 components²⁰. When the author operating with the concept of “readiness” he does not make distinguishes between skills and also ignores the process of acquiring knowledge. It is obvious disadvantage of this model.

According to L. Palamar, linguistic identity holds the intellectual qualities, moral qualities, the art of communication with other people, the natural ability to learn the language²¹, and V. Makhinov defining the static structure of the linguistic identity, notes that in addition to the biological, psychological and educational components, it includes also civil and moral components²².

Separately, we consider syntax and punctuation competence as intermediate formation between language and speech because they include theoretical and practical aspects. In particular, N. Dyka stresses that the success of the linguistic potential of the individual is directly dependent on

¹⁸ Бацевич Ф.С. Духовна синергетика рідної мови: лінгвофілософські нариси: монографія. К.: Видавничий центр «Академія», 2009. С. 121.

¹⁹ Бацевич Ф.С. Духовна синергетика рідної мови: лінгвофілософські нариси: монографія. К.: Видавничий центр «Академія», 2009. С. 169.

²⁰ Караулов Ю.Н. Русский язык и языковая личность. Изд. 6-е. М.: URSS, 2007. С. 60-62.

²¹ Паламар Л.М. Функціонально-комунікативний принцип формування мовної особистості: автореф. дис. д-ра пед. наук: 13.00.02; Український держ. педагогічний ун-т ім. М.П. Драгоманова. К., 1997. С. 10.

²² Махінов В.М. Становлення мовної особистості в історії розвитку європейського соціокультурного освітнього простору: монографія; Нац. пед. ун-т ім. М.П. Драгоманова. К.: Вид-во НПУ ім. М.П. Драгоманова, 2012. С. 86.

the quality of the formation of linguistic concepts that constitute language learning system²³. Thus, under the syntactic competence we understand a body of knowledge about the syntactic level of language, the ability to use this knowledge in practice, namely free operation the main linguistic notions of syntax, proper segmentation of the speech stream selection grammatically correct syntax at the request of speech/speech situation, the ability to appropriate using inversion and more. In our opinion, punctuation competence includes not only knowledge of punctuation and the punctuation rules, their application in practice, but also the ability to intone the sentence accurately, to use acquired knowledge about punctuation during communicative acts relevantly and so on.

Following N. Dyka and M. Kozur, we define competence as part of an interactive communication²⁴, understanding it as a generalized set of skills and abilities to interact with other people. In particular, N. Dyka notes that interactive language helps to organize professional cooperation with various issues: economic, social, and political²⁴. In addition, the formation of learners' competence involves use of interactive methods and techniques accordingly. So, its selection as a component of linguistic identity, we consider completely substantiated.

It is clear that the development of one of the structural elements of the constructed model will inevitably lead to changes in the development of its other components. This is explained by a close relationship between the structural components of the system. Therefore, in accordance with the concept of emergence (over whole parts) of synergetic systems, the path to the attractor linguistic identity can be represented as follows:

²³ Дика Н.М. Лінгводидактичні особливості засвоєння граматичних понять учнями 8–9 класів. *Освітологічний дискурс*. 2015. № 3 (11). С. 92.

²⁴ Дика Н.М., Козир М.В. Інтерактивна компетенція як складник комунікативної компетенції в процесі вивчення української мови. URL: http://elibrary.kubg.edu.ua/2320/1/Dyka_N_MK_GI.pdf

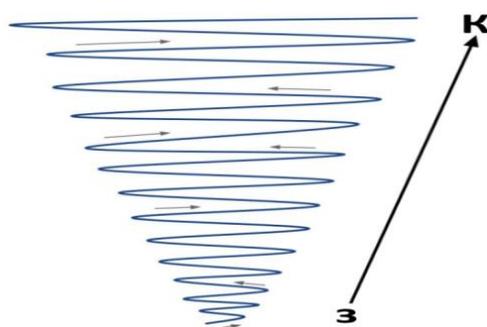


Fig. 1. Attractor of linguistic identity

Where «3» is the notional point in determining the inclinations, abilities, and «K» – is formed competence. This means that under favorable conditions the system moves from instincts, abilities, inherent from one's birth towards existing competences. In this case, moving along a given trajectory, the system takes possession of the same facts and phenomena each time in more complex level (implementation of a systematic approach to the study of Ukrainian language) acquiring life experience concerning the practical use of the gained knowledge.

Accordingly, in the recent case linguistic identity is any person, who has the capacity for language (innate ability of each person). Following the traditional patterns, person-centered approach to education, we consider inappropriate to limit the term “person” beyond a certain age, because each learner is a personality.

So, the educational process at the New Ukrainian School is realized on the basis of a personality-oriented model of education; therefore, the child's rights, their abilities, needs and interests will be taken into account as a maximum, realizing the principle of childhood centrist in practice. Thus, the linguistic identity is a generalized image of the bearer of linguistic consciousness, linguistic knowledge, skills and abilities, linguistic abilities and skills, linguistic culture, linguistic traditions, and linguistic mode. The concept of the New Ukrainian School requires a teacher to become a bright personality, intellectual and intelligent, noble and sensitive, open to new knowledge and skills, who skilfully transfers these knowledge and skills to the students.

2. Linguodidactic language learning features based on synergistic approach

Modern education puts the issue of forming multifaceted harmoniously developed personality. Information society as an existing stage of social development sets new tasks for a modern education system fundamentally. Transience and variability of information flow led to the need for lifelong learning and the formation of creative personality. So now there is a need to fundamentally new methodological bases use of innovative educational technologies, that would lead to the achievement of learning objectives and the formation of modern linguistic identity.

In particular, synergistic approach to learning, and the use of its basic principles and laws in education, makes consideration of the analysis of pedagogical phenomena and situations from a new angle, different from the traditional, and contributes to the realization of creative teacher.

Principles of the synergetic approach ushered in the new system-synergetic concept of pedagogy, initial provisions of which are: the essence of all educational processes and phenomena of systematic synergetic approach; each educational system is seen and understood as synergetic integrity; drivers of educational systems and personality is a synergism of these systems and their interaction both internal and external; educational systems should ensure formation of person as an individual; personality in the pedagogical process is seen as synergistic, social self-developing system²⁵. According to V. Budanov, synergetics as a science based on the following principles: homeostasis, hierarchy, non-linearity, open (closed), the instability of dynamic hierarchical, observability²⁶.

We agree with the views of scientists that these principles provide a creative approach to learning, completeness and quality subject knowledge, professional development and professional adaptation of future specialists through various subjects based on their interdisciplinary connections.

S. Masich stresses that the implementation of the synergistic approach to the activities of a teacher appears in the restoration of the contents, methods and forms of learning, taking into account factors such as openness, self-organization, self-development, creativity and nonlinear thinking, management, self-management. These factors, according to the researcher,

²⁵ Вознюк О.В. Педагогічна синергетика: генеза, теорія і практика: монографія. Житомир: Вид-во ЖДУ ім. І. Франка, 2012. С. 207.

²⁶ Буданов В.Г. Методология синергетики в постнеклассической науке и в образовании: монография. Изд. 2-е, испр. М.: URSS. ЛКИ, 2008. С. 189–202.

determine the choice of synergetic principles: openness, non-linearity, self-organization²⁷.

A. Polozenko notes that the ideas and views of synergetics include a lot of potential, which will help to master the ability to influence on the evolution of society and its members, to choose their further development, and the notion of “self-organization”, “self-determination”, “self-realization”, “self-development” are filled with real substance and put into practice²⁸.

The basis of synergetics as a science is the interaction of internal and external systems. It operates with such concepts as “interdisciplinary”, “polydisciplinary”, “transdisciplinary” and provides not actually development of any particular science, but rather the integration of many sciences.

V. Budanov considers that the conceptual apparatus synergetics can serve to interdisciplinary synthesis that requires a synergistic approach in education in three areas:

1. Synergetics *for* education provides for the introduction integrative courses after the each cycle of learning (cycle of special disciplines, graduate, department of training and advanced training of teachers, in appropriate establishments that specialize in getting the second higher education by adults).

2. Synergetics *in* education is characterized by the introduction in the academic disciplines of materials illustrating the principles of synergetics. In each discipline there are sections that are studying the processes of formation, the emergence of a new in synergetics in the context of science as well as in context of discipline, when alongside with the traditional terminology is used terminology of synergetics, which allows creating of a horizontal field of interdisciplinary dialogue and combine disciplines.

3. Synergetics *of* education provides synergetic process of the education, formation of personality and knowledge, his capacity²⁹.

²⁷ Масич С.Ю. Синергетичний підхід до підготовки викладача вищого навчального закладу. *Педагогіка формування творчої особистості у вищій і загальноосвітній школах*. 2014. Вип. 35. С. 271.

²⁸ Полозенко О.В. Синергетичний підхід до психологічної підготовки майбутніх фахівців аграрної галузі. *Наукові записки НДУ ім. М. Гоголя. Сер.: Психолого-педагогічні науки*. 2013. № 4. С. 136.

²⁹ Буданов В.Г. Синергетическая методология в постнеклассической науке и образовании. *Синергетическая парадигма. Синергетика образования*. М.: Прогресс-Традиция, 2007. С. 97.

In the context of our research perspective, we pay special attention to the synergetics of education, because synergetics as an interdisciplinary field of knowledge helps to understand many aspects of the problem studied objects and phenomena of reality due to the fact, that the principles of their actualization formulated synergetics, are universal. That is why the language can be defined as a systematic and synergetic education, which is characterized by a certain set of synergetic properties such as transparency, system integrity, emergence, bifurcation, potentiality, probability, attractive and holographic properties and others. Accordingly to O. Voznyuk, these properties are universal backbone factors actualization of language and can act as basic principles of construction methods of language teaching³⁰.

V. Kremen and V. Ilyin have compared the main provisions of synergetics with the basic concepts of pedagogy and came to the conclusion that: the self-organization – a set of processes taking place in the education system, which help to maintain its optimal functioning, relevant squatter, self-healing and self-replacing; the state of insecurity and instability of the nonlinear environment – uncertainty and the ability to choose which is an important quality of a person in critical situations or the existence of abnormal conditions; chaos – a situation of uncertainty, no single solution and approach, problem situation, unorganized and spontaneous desire of the student; fluctuation: 1) departure from rigid curriculum, improvisation, intuition, the ability to change the Script of a lecture in a case of casual remark of a student or other minor event; 2) constant changes, fluctuations and deviations that generate state instability, imbalance; bifurcation – the critical moment of uncertainty for future development, identifying alternative opportunities; attractor makes it possible to increase the duration of the conditionality of the future, it is possible relatively stable state, at the evolution of the processes that go in open nonlinear environments³¹. Thus, according to scientists, synergistic approach to education is in impellent learning, opening oneself or cooperating with oneself and with others³².

M. Fedorova defined conditions that can be implemented in a synergetic approach to learning in higher education:

³⁰ Вознюк О.В. Педагогічна синергетика: генеза, теорія і практика: монографія. Житомир: Вид-во ЖДУ ім. І. Франка, 2012. С. 501.

³¹ Кремень В.Г., Ільїн В.В. Синергетика в освіті: контекст людиноцентризму: монографія. К.: Педагогічна думка, 2012. С. 204.

³² Кремень В.Г., Ільїн В.В. Синергетика в освіті: контекст людиноцентризму: монографія. К.: Педагогічна думка, 2012. С. 10.

1) openness of the educational system, which implies the interaction and exchange of information and “energy” to the environment;

2) activity of pedagogical system which is characterized with teachers taking initiative, self-improvement, self-realization, improving the efficiency of educational process;

3) freedom of choice, which lies in the ability of the pedagogical systems to identify ways of implementation without pressure from outside pressures;

4) real “energy” approach – implementation put forward initiatives and bringing them to positive results, obtaining emotional satisfaction, etc. on the study and practice;

5) change of relations in educational system between teacher and student, which can develop only in a system of dialogue and cooperation;

6) orientation of pedagogical system for the purpose of self-development, personal development of students, the formation of values and others³³.

In particular, V. Kremen stressed that in considering the process of formation of the learner’s personality as a process of self-organization and self-development should bear in mind its contacts and interactions with the environment (peers, parents, teachers and others). For example, from the teacher goes flow of information and energy that leads to self-organization and self-development of future specialist formation of his personality. This interaction from the perspective of synergetic should have a number of features. For example, a student may appear as irregular, chaotic system that has a large number of degrees of freedom. During the contact of such a system with the environment (in this case – with the teacher) and its absorption of information and energy from the other system, the number of degrees of freedom is reduced. This is, according to the scientist, the essence of self-organization. Thus, the influence of the teacher is made within a reasonable restriction on freedom of choice and a managerial nature. The main thing – do not cross the line at which the power become coercion, because self-organization will be forced-organization³⁴.

Particular attention should be paid to methods and approaches for teaching languages that one way or other implementing synergistic principles. In particular, Explorative-Creative Way provides constant stimulation of language learning through its research. This creates the effect

³³ Федорова М.А. Педагогическая синергетика как основа моделирования и реализации деятельности преподавателя высшей школы: автореф. дис. канд. пед. наук: 13.00.04. Ставрополь, 2004. С. 75.

³⁴ Кремень В.Г., Лынь В.В. Синергетика в освіті: контекст людиноцентризму: монографія. К.: Педагогічна думка, 2012. С. 8.

of synesthesia when sounds are presented by means of color, and the learning process is realized through such principles as research, search; risk; belief in yourself; independence; saving effort; self-control; creativity; emotion; motivation for communication; and mutual empathy. It should also be mentioned the Community language learning and Confluent Education, using emotional stimulation through the use of works of art, imagination of learners, didactic games and more. B. Tsykin distinguishes synergistic education methods, among which the most common are:

– Nonlinear dialogue – to create conditions in which are possible the processes of generation of knowledge by the student itself, his active and productive work. This non-linear situation opens dialogue and direct feedback, joint educational adventure, falling – as a result of resolution of problem situations – in the same tempo-matched world.

– Self-education is to master methods to replenish knowledge, increase the speed-varied orientation in the system of knowledge and methods of self-education. The scientist says that students need to develop skills of independent acquisition, processing and use of new information about the world and oneself.

– Waking training. The synergetic approach to education is implemented in stimulating and waking training, learning as an opening oneself or cooperating with oneself and with others.

– Gestalt education – transfer of entire blocks of information, qualitative change types of thinking and rebuild the configuration of the learning situation. The process of learning, communication of who teaches and who learns presented as their “synergetic adventure”, while in the learners are hidden potency units (structure-attractors) in the prospective trends of its development.

– Training as a phase transition – long learning process, self-learning process and creative work connected with the whole sequence of events of quality attractors’ restructuring, peculiar phase transitions. As a result, the personality of the student deeply reconstructed³⁵.

Thus, synergistic approach to language education today is becoming more promising and widespread. It is caused by several factors. Firstly, the idea of self-organization underlies progressive evolution, which is characterized by the emergence of a complex and hierarchically organized systems. Secondly, it allows take into account better the development of social impact on

³⁵ Цинкин В.А. Брижатый А.В. Синергетика и образование: новые подходы. Сумы: СумГПУ, 2005. С. 224–226.

scientific knowledge. Thirdly, the principles of synergetics that applied in language education provide non-standard approach to teaching, completeness and quality subject knowledge, professional development and future specialist professional adaptation through various educational disciplines according to their interdisciplinary connections.

CONCLUSIONS

Necessity of changes in modern language education has led to the need to appeal to synergetics (universal scientific knowledge about the self-organized systems) as a radically new methodology of pedagogical renewal processes. Therefore, the general characteristics of the individual and linguistic identity as part from the point of view of synergetics allows to track correlations and mutual influence between the structural elements of the system and to determine their role on the basis of emergency. This leads to the interpretation of linguistic identity as a synergistic system capable of self-development and self-organization, and contributes to the emergence of new educational technologies, which will take into account the need for a comprehensive formation of competence (structural components of linguistic identity).

Building of language education based on a synergistic approach contributes to the preparation of qualitatively new specialists at the Higher School and the development of their linguistic identity. It promotes the maximum development of scientific intuition, creative thinking, personal skills, research skills of students, creative approach to perception of knowledge and practical application of knowledge in solving specific tasks and allows training initiative professionals. An application of the synergetic approach to the educational process ensures the emergence of new ways of understanding the theoretical foundations of linguistics as a pedagogical system and will be a strong foundation for learning.

SUMMARY

The work is a theoretical scientific study of the problem of formation of a learner's linguistic identity in the process of teaching Ukrainian language in schools on the basis of the synergetic approach. The research substantiates the theoretical principles of formation of the linguistic identity of a learner of a school in the process of teaching Ukrainian language. The linguodidactic conditions for the formation of the linguistic identity of the learner of the school in the process of learning language on the basis of the

synergetic approach are determined, the criteria with the corresponding indicators.

On the basis of the study and analysis of scientific and methodological literature, such linguistic and pedagogical conditions for the implementation of the integration of approaches to the formation of the linguistic identity of a learner of a school were identified in the process of teaching Ukrainian language: giving priority to learning Ukrainian for communicative principles, which contributed to the development of skills to correctly build and use syntactic constructs of various types in speech; depending on the conditions of a particular communication situation; enhancement of functionally-stylistic orientation in the consideration of syntactic units during the study of theoretical material; the study of syntactical units in the unity of their content, form, functions and interrelations with other language units, which ensured the formation of a coherent language picture of the world and conscious language proficiency; use of a specially enclosed system of exercises and tasks based on coherent texts of different styles, types and genres; creating a system of exercises and tasks for all sections of the syntax as a component of content of the Ukrainian language, a general component in the training of junior specialists.

The practical importance of the study is determined by the focus on improving the cultural speech, cognitive activity and communication skills of learners in the process of learning of the Ukrainian language on the basis of the synergetic approach. The suggested technique for the development of the linguistic identity of the learner in the process of teaching Ukrainian language in schools can be used to create teaching aids on the syntax of the Ukrainian language, improve the content of existing curriculum and textbooks, in the practical activities of teachers, to create special courses and special seminars for students of higher educational institutions, as well as practical training in the methodology of teaching the Ukrainian language on the basis of the synergetic approach in higher educational institutions.

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