

The Experience of Forming Lingvo-Communicative Culture of the Student by Means of the SOT-Technology

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Abstract: The article presents the subject-oriented technology (SOT-technology) of forming the lingvo-communicative culture, distinguishes the stages, substantiates the conditions of its realization in the educational process of a university. It describes the experience of forming the lingvo-communicative culture with the use of the axiological markers, as well as specific methods (active, interactive, problem), the techniques and tools, adequate to the tasks of the developed technology. As a technological unit a problem subject-oriented situation is offered. The subject-oriented technology projects the mechanism of controlling (with the transition to self-management) the process of forming the lingvo-communicative culture of the student by means of the cognitive instrumental set of actions of the teacher and the student, oriented toward the development of the subjective traits of the individual. The instrumental basis of the SOT – technology includes the system of the axiological markers (goals, knowledge, experience, incentives), causing the realization of the productive verbal activity and the development of value orientation according to the plan. The process of forming the lingvo-communicative culture by means of the SOT – technology is characterized by phasing, logic, completeness, multi-effectiveness (forming the lingvo-communicative culture, mastering the subject knowledge, methods of action and the development of the subjective characteristics of the student).

Key words: Lingvo-communicative culture • Problem subject-oriented situation • Subject-subject relationship • Axiological markers • Subject-oriented technology

INTRODUCTION

In multi-level education the lingvo-communicative culture becomes the relevant competence of training bachelors and masters, specializing in different types of professional activities. Expanding the volume of competences of graduates, the lingvo-communicative culture in the system of education is designed to provide the education of citizens, capable of socialization, that have high morals and show tolerance, respect for the language, traditions and culture of other nations. The language of culture, as a general culture of the individual and the culture of the society as a whole in the XXI century is becoming the language of interpersonal communication and the culture of international cooperation. Consequently, the training of highly qualified specialists meeting the requirements of international standards, capable of professional growth and mobility in terms of the development of new technologies, is not possible without the communicative

practices [1, p. 199; 2]. The need to master the lingvo-communicative culture is obvious, the lack of it hinders intellectual, emotional and moral development of students, their future professional development and career growth.

Main Part: The term "lingvo-communicative culture" was introduced into the categorical field of pedagogy by V.L. Temkina as having explanatory power in the content of higher education and the requirements to the level of mastering it [3, p. 17]. According to the scientist the lingvo-communicative culture is a set of processes associated with the verbal activity, which has its own characteristics: the perception of the speech of others, the expression of one's own thoughts, the active influence on the interlocutor (the desire to convince, to prove one's rightness, to express one's attitude to what is happening) [3, p. 17]. It expresses the mental processes of perception and memory, thinking and volitional processes. Sharing the opinion of V.L.Temkina, E.Tuchkova considers the lingvo-communicative culture a basic integrative new

formation characterized by the set of processes connected with the situation-mediated verbal activities and implementing the striving for self-development of a competent personality [4, p. 8].

As can be seen, the lingvo-communicative culture objectively detects the link between the language, verbal activity, cognitive processes and life values. Therefore, we define the lingvo-communicative culture as a multidimensional, multifunctional, integrative and dynamic personal quality, which manifests itself in the process of verbal activity based on the system of value orientations of the personality, knowledge, cultural norms of speech and behavior, lingvo-communicative skills, providing creative character of situationally mediated verbal activity and personal reflection. It includes the attitude of the subject to the objectives, the process and the results of communication, expressing in it personal qualities, the integrity and thoroughness of compliance with the linguistic and behavioral norms of communication. The lingvo-communicative culture manifests itself in adequate understanding, meaningful self-esteem and positive perception of the partners in lingvo-communication, is a measure of the subjects of verbal activity, expresses the nuances of their relationship, manifests itself in the subject position of the person in the form of constructive suggestions that require independence, activity and creativity, encouraging for self-reflection, self-assessment, self-improvement [5].

The lingvo-communicative culture is based on the subject-subject sample of dialogic relations, it reflects holistic, synthetic vision of the world, refracting and implementing at the level of verbal behavior peculiar and important for the culture categories. The specifics of the lingvo-communicative culture as a pedagogical phenomenon, causes the appropriateness of designing the educational technology which provides the transition from subject-object to subject-subject relationship. The aim of this pedagogical technology is to create a set of conditions for the formation of the lingvo-communicative culture capable to provide the knowledge, communication and the formation of the subject position of the student personality. In other words, we are talking about the potential of humanitarian subject-oriented technology for creating the lingvo-communicative culture of a student. The SOT - technology of the lingvo-communicative culture of the student is an organized and purposeful interaction of the subjects of the educational process with the use of methods, forms and means of education, aimed at achieving the planned level of the lingvo-communicative skills of a person (indicative, analytical,

verbal, creative, reflective, informational and technological) its value orientations, the activation of cognitive interests and the creative independence, providing the transition from the subject-object relationship to the subject-subject one. It specifies the ways, means, methods of the interaction of teachers and students and offers the optimal combination to achieve the required level of the lingvo-communicative culture relying on the specific content of the studied subjects. The formation of the lingvo-communicative culture by means of the SOT - technology includes phasing, the track of time, diagnostic data and pedagogical conditions. The SOT - technology implements 3 stages of forming the lingvo-communicative culture: the motivational and incentive stage, the user stage, the control and evaluative stage.

The motivational and incentive stage is necessary to attract attention of the subjects of the educational process to the problem of forming the lingvo-communicative culture, getting to know its essential characteristics, the conditions of formation based on the system of the axiological markers, criteria and indicators of personal achievements that reflect the level of knowledge and skills of the individual, the subject experience. The user stage provides the mastery of knowledge and the development of lingvo-communicative skills in the atmosphere of cooperation.

It presupposes the formation of the lingvo-communicative culture of the student in training the productive verbal activity in the subject content of the studied disciplines. The testing and evaluation stage provides information about the progress of the formation of the lingvo-communicative culture according to the planned goal. It provides feedback based on the diagnostics and correction of the results.

The stages of the SOT-technology differ from each other by methods, forms and means that are defined by the attitude of the subjects of the holistic pedagogical process and the content of the academic disciplines. They run parallel with mastering the subject knowledge, skills and abilities on the basis of the relationship to the student as to the subject of verbal activities, activation of inter-subject relationship, complication of different variants of the verbal activity, "run" by the axiological markers.

In this study by a marker we understand a sign of the SOT-technology which is a signal or an indicative sign which enables the management of the process of forming the lingvo-communicative culture from the side of the teacher and self-management of the student. The markers

are the necessary condition for the organization of the process of forming the lingvo-communicative culture in a self-managed mode. This is reflexive management (Y.N. Kulyutkin, E.N. Shiyarov, O.M. Osiyanova), which is typical for different types of activities connected with interpersonal relationships. It is defined as self-observation, self-knowledge, turning the human cognition towards oneself, one's inner world [6, 7]. The teacher in this case "manages" the processes of self-management of the student [6] and the purpose of the collective work of the teacher and the student is the development in the latter the ability of self-management in the educational activity [7].

Axiological markers building the instrumental basis for the formation of the lingvo-communicative culture are: goals, experience, incentives. They are "points of support" which are in different combinations to ensure successful communication. All markers are of evaluative nature because they provide the orientation and outline the mechanism of improving the quality of verbal activities and personal development of the student. They help quickly and correctly understand the situation of lingvo-communication, plan the verbal activity correctly, basing on knowledge and experience, taking into account the reaction of the interlocutor.

The experimental work on the formation of the lingvo-communicative culture by means of the SOT-technology, in which students and teachers of the Orenburg State University took place, showed that the success of its implementation is provided by the following pedagogical conditions:

- The orientation on the independent activity of the student, stimulating the formation of the subject position of the student in cognition and communication on the basis of using the system of the axiological markers and the individual improvement programs of the lingvo-communicative culture;
- The inter-subject integration, offering a purposeful systematic teacher's work to engage the students in participating in various forms of intersubjective interaction;
- Scientific and methodological support for teachers in the use of subject-oriented technology of forming the lingvo-communicative culture of the student in the educational process.

The realization of the first pedagogical condition required the students to get to know such concepts as "lingvo-communicative culture", "markers", "axiological

markers", "system of markers" and also actualized the need in designing individual programs. To get to know the pedagogical characteristic of the lingvo-communicative culture, the system of the axiological markers and the mechanism of its use in interpersonal and professional communication with the students of the experimental group at the motivational and incentive stage of the SOT-technology the lectures and discussions of question and answer and problematic type were conducted ("What do I know about the lingvo-communicative culture?", "The lingvo-communicative culture and the professional competence of the graduates", "The axiological markers of the lingvo-communicative culture") and the workshop on the use of the system of axiological markers was organized.

During the discussion every student had an opportunity to express opinions, ask interesting for them questions. Considering the problem situations that are common in everyday lingvo-communication we illustrated the possibilities of the axiological markers, encouraged their understanding and acceptance. Getting to know the axiological markers and the desire to improve themselves in the verbal activities in general motivated the students to accept the offer to make an individual program of the improvement of the lingvo-communicative culture, that appeared in the form of a lingvo-communicative portfolio.

The lingvo-communicative portfolio was filled by the students independently at all the stages of experimental work and was used in the complex assessment of the formation level of all the lingvo-communicative culture components. The self-assessment of the lingvo-communicative culture was carried out on three levels defined in the SOT-technology: reproducing, reproducing and creative, creative. For each of the three levels in the lingvo-communicative portfolio the student was offered comprehensive descriptors on the indicators of emotive, cognitive, activity-oriented and reflexive components of the lingvo-communicative culture. The specified descriptors also served as a guide for the teachers conducting the formation of the lingvo-communicative culture in the experimental group.

Students highly appreciated the usefulness of creating the individual programs and keeping the lingvo-communicative portfolio as a means of maximum individualization of the process of the lingvo-communicative culture as "a marker-incentive for its further improvement", "an assistant in the analysis of one's pluses and minuses", "a means of control of one's knowledge and skills", "a guide to the independent mastering the lingvo-communicative culture". The realization of the second condition was based on the

understanding that the subject-subject relationships of the participants of the educational process, built on the basis of the lingvo-communicative culture, are an important factor persuasively influencing knowledge obtaining [9]. The lingvo-communicative culture that is realized in mastering the content of any of the studied subjects in the institutions of higher education in various forms of intersubjective interaction (pair, group, collective), is designed to create the necessary atmosphere of efficiency and mutual understanding in which the development of personal qualities of the students is successful (activity, independence, the ability of self-regulation and self-development) that was confirmed by the results of our experimental work. At all of its stages the activization of intersubject integration was accompanied by the orientation of the students on the values and norms of the lingvo-communicational culture, the development of the individual as a subject of the verbal activity.

At the motivationally-inductive stage of the SOT-technologies in the development of the content of the disciplines of the experimental group of the specialty "Public Relations" teachers actively used tasks and exercises to activate speech perception and expression with the help of the axiological markers: "Questions and Answers", "Aquarium", "PSEC-formula" (position-substantiation-example-consequence), the game "Argumentation". In addition, five groups of methods of the lingvo-communicative skills of the students were used: "The Interview", "The Bank of Information", "Searching for the Match", "Coordination of Actions", "The Discussion Game" and others [10, 11, 12]. These techniques had a common goal – to create the conditions for the maximum engagement of the students in lingvo-communication. Every student, having initially a small piece of information, during the interaction with other students of the group got the information from "a collective bank" and thus acquired the entire amount of knowledge. With the realization of the mentioned above methods the intellectual activity of the students became more active, the motivation of the verbal activity and the general "tonus" of the classes rose, the lingvo-communicative skills (analytical, approximate, speech, information technology, creative) in the atmosphere of the respect for the Other developed.

During the foreign language discipline classes in addition to the above-mentioned groups of techniques for organizing the interactive communication of the students other communicative strategies, building on the axiological markers, were used as well: cooperation of the students in the development of a common goal;

combining the information known to various participants; the information transfer from one participant to another. In the experimental work the teachers of English considered effective the tasks implying "information inequality": find the differences with the help of the questions, fill the lack of information in the text activity, build a consensus while having different points of view, gather and compare the difference and others [13, 14]. Such tasks contributed to the development of the group of skills: orientation (to highlight skills/ examples/ arguments in accordance with the given problem, analytical (to separate essential information from secondary), information technology (to search for the required information), speech (to request and exchange information, state one's point of view and substantiate it).

Engaging students to participate in different forms of the intersubjective interaction (dialogic and polylogic, discussional) was carried out at the user stage of the SOT-technology in conducting lectures and practical classes. The main technological method of this stage - a problem subject-oriented situation, providing the opportunity for the student to show activity, independence, to satisfy cognitive interests [15, 16, 17].

The multifacetedness of the problem of the subject-oriented situation involving different types of student activities connected with perception, assessment, interpretation of events, creative activity, allowed to use it as a means of achieving interdisciplinary integration in formation of the lingvo-communicative culture of the student. Relying on the peculiarities of the discipline, the problem situations created by the teachers of general professional and special subjects were realized in the form of the heuristic conversation or different dialogic/monologic situations (information and problematic, assessment and interpretational, functional and roleplaying), constructive and polemical.

The problem subject-oriented situation was based on one of the principle of formation of the lingvo-communicative culture defined by us – the principle of problematical character. During a problem lecture or a practical class students started to analyze the problem situation created by the teacher and tried to solve it with the help of the axiological markers.

The systematic use of the problem subject-oriented situations of monologic, dialogic and polylogic character in the subject content of the studied disciplines greatly contributed to the development of the orientation, analytical, information technology, speech and creative skills of the lingvo-communicative culture, which was confirmed during the diagnostics at the stage of the experimental work.

Starting the realization of the third condition we assumed that the use of the SOT-technology of forming the lingvo-communicational culture of the student requires additional competence of the teacher. In addition to deep knowledge of the subject and possessing different skills and abilities, the teacher, purposefully carrying out the formation of the lingvo-communicative culture of the student, requires additional lingvo-communicative skills: to carry out the verbalization; to listen actively and with enthusiasm; to ask questions helping to make the verbal activity more active and to assess the degree of understanding the task set; to distinguish nonverbal signals, indicating the attitude to the situation and appearing difficulties; to manage the student activity; to summarize, to recap.

During the experiment conducted by us it became clear that the teacher needs tools that allow at the lecture or during the practical class to analyze and control the process of perception and understanding the information by the student, mastering the lingvo-communicative skills, manifesting subject-subject relationship. To reach these goals the SOT- technology provides diagnostics with the help of which it is possible to determine the level of the lingvo-communicative skills and the educational effect of the used methods and techniques of education, i.e. what the students studied and what they have learned. Besides with their help it is possible to check whether the axiological markers are important for the effective mastering the subject knowledge and successful solving the educational tasks, whether their perception of the sense of values is correct, whether they progressed in mastering the lingvo-communicative culture.

At the generalizing stage of the experimental work the average indicators of the formation level of the lingvo-communicative culture grew both in the experimental and test group but in the experimental group the growth registered was significantly higher.

CONCLUSIONS

The analysis of the results of using the SOT-technology during the work with the students of the experimental group showed that acquired during the process of formation of the lingvo-communicative culture ability to pre-plan and carry out their verbal activity is realized in the cognitive activity and leads to the achievement of the socially significant result of the formation of the subject of activity.

The system of the axiological markers as a reflection tool helped relying on knowledge and experience to improve the lingvo-communicative culture. Understanding one's experience of the lingvo-communicative culture became easier in a group discussion, in the atmosphere of collective and creative work. Understanding the goal of the future verbal activity, using the knowledge and the experience of the lingvo-communication, relying on the help and support of the teacher, the students got the motive to find the ways of the independent speech expression and influence, letting them be active and creative subjects of learning and cognitive activities.

In conclusion, we should note that the realization of the complex of the defined pedagogical conditions of forming the lingvo-communicative culture of the student in the subject content of the disciplines taught in institutions of higher education provides "the unity of cognition and communication" (Vygotsky L.S.) and thus characterizes the ability of the individual of a speech act, the possibility of forming the social position of the individual, that got its confirmation in the diagnostics of the forming experiment.

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