Integral Model of Communicative Subject of Modern Education

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Abstract: Currently, the purpose of education is considered more widely, namely: establishment of a man, finding himself, his human image, unique individuality and spirituality; to broadcast and development in life of new generation’s particularly resistant constructs of culture-tradition and experience, which is provided by forms of communicative infrastructure. There is a single logic of research thought development within the same perspective and a single array of historical and cultural information. In this paper discusses the issues of birth in the practice of “verbal thinking” of a speaking man” a special type of social subject carrying out self-identification. In the framework of the study and provide communicative procedures of social communication, as well as revealing moments mapping conceptual development of models of communicative subject, conducted by researchers from different professional orientations psychologist L.S. Vygotsky, philologist M. M. Bakhtin, sociologist J. Habermas, are United in their interest in the study of the phenomenon of voice communications.

Key words: Interaction of subjects • Communication • Personality • Communicative personality • Communicative subject interdependent • Communicative paradigm • Motivation • Activity • Motivational sphere

INTRODUCTION

Creation of favorable conditions for development of activity of the individual in the process of forming the activity of communication brought to the forefront the problem of a person as a subject of training and education, inclusion of every individual, school groups in active socially meaningful activities.

The process of interpersonal communication as spiritual contact. This is not only a process of interpersonal interaction and the process of interregional interaction, which is manifested in a variety of forms needed for the implementation of the subject of its socio-cultural functions.

Interaction of subjects (pupil and the teacher) are caused by the activity needs of the joint training aimed at a significant change in the state and personality-semantic entities of the personality of the child and the adult, we understand as a communication process, where there is a development activity of the person younger pupils. An essential characteristic of the communication process is interpreted in psychological research: the process of communication and as a communication process.

Category «personality», «communicative personality» and «communicative subject interdependent: 1. - the personality of the individual as a subject of social relations and conscious activities; 2. determined involvement in social relations systemic quality of the personality evolving in joint activities and communication.

Communicative personality: 1) the personality as a result of socialization; 2) defined by three parameters: cognitive (associated with intellectual sphere and cognitive activity of the person); in personality development are worked out ideas, concepts that reflect his vision «picture of the world»; functional (the system of social and cultural values, is formed in the concrete conditions of social experience and activity, which is
reflected in the fellowship of the individual speech turns), motivational (defined goals and objectives of the communication - intentioned person, its interests, motives and specific communication settings).

**Communicative Subject:**

- The individual as a result of the dialog pedagogic communication communicative organization of education as a social system.
- Determined by the real existence of two entities (the student-teacher) in acts of communicative activity.
- Acts as a true subject of pedagogical activity, its collective communicative beginning, providing the opportunity for the organization and realization of different kinds of subject-subjective relations.

The notion of communicative subject introduces the L.S. Vygotsky [1] in the problem field of theoretical research on the figure embodying the unity of thought and speech. In the conjugation of the concepts of “thinking” and “speech” can be seen as the framework conditions theoretical research, define the boundaries of the ways that can lead to the grounds of the conceptual design of the communication of the subject. Distinctive feature of the research is fundamental for psychology ratio of thought and speech, undertaken by L.S. Vygotsky, is that it is deployed in the form of model experiment, which involves the construction of a multidimensional model of consciousness, the two dimensions of which are thinking and speaking.

Another feature of the research approach L.S. Vygotsky [2, p.56] consists in constructing, in the context of the created model of consciousness, synthetic image “of verbal thinking, which is the restoration of the new communicative dimension of the subject, репрезентирующая this case, the status of a single entity. “The speech thinking”, as it is the systematic structure of the whole (the whole of consciousness), should be submitted not only by speech and thinking, but also the organic integrity. In this case, it becomes possible to separate unit of verbal thinking, embodying all the properties of the organic whole. And this unit, serving simultaneously and a speech and intellectual phenomenon is the meaning of the word.

The originality of the concept “the meaning of the word” L. S. Vygotsky was that it was endowed semantic structure expressing the historical variability and development of consciousness. Semantic structure of the word embodied a constantly evolving process of thinking as a process of movement of thoughts to the word and the word by thought. “Thought is expressed in words, but done in the words. The form of this “internal movement” thoughts acts, according to L.S. Vygotsky [2, C.63], monologic on its basis the “inner speech”, which operates semantics, but not in phonetics, speech.

Noting the great importance of “inner speech” for formation of consciousness and thinking, L.S. Vygotsky believed that it provides not only the work with the meaning of the word as “dynamic, complex formation”, but the transition from the syntax of values to the syntax of the words, the transformation of grammar thoughts in the grammar of words.

«Thinking is easy to discover its social character and shows that our personality is organized in the same pattern and that social interaction» [3].

The second moment of transition to operate scientific concepts is in the reconstruction of a system of concepts “whole system”. And such a dimension of consciousness as time and played a conceptual model of communicative subject [3, c.125-131].

Conducted by parsing the conceptual scheme “development education” makes evident the functional load of the temporal and communication components of the “voice of thinking” in the framework of the “horizontal” sweep of consciousness. He also reveals the Foundation for understanding the reasons behind L.S. Vygotsky enter into all these schemes chronotopic deployment of verbal thinking” the figure of “the Other” [3, c.147-164].

Developing intended L.S. Vygotsky schematic sequence of mental moves, revealing the nature and mechanisms of functioning of human consciousness, one can formulate the third mental course, brings us to an understanding of the specifics of the design of a conceptual model of communicative subject.

“Another is the researcher and the position shared and sells himself L. S. Vygotsky. He explores not only the consciousness of another person, but reflexive movement of your own consciousness, immersed in the element of the other consciousness. Describing the phenomenon of “verbal thinking,” he, in fact, provides reflexive acts consciousness of its own verbal description of the “voice of thinking”.

In this case become apparent dignity conceptual model of communicative subject, developed by L.S. Vygotsky. It allows you to “hold” in various acts of communication anthropological position, Amateur start “speaking person,” and to match it with thought as
a “system of the internal organization of experience”, which in this particular case embodies the conceptual design of the communication of the subject.

In the works of M.M. Bakhtin communicative subject appears as a figure of “speech of the world society”. “Speech world society” is not a simple combination of figures or genres of speech, but a special device for speech communications alleging style of political life and with it the style of thinking and the way of action [4].

But, perhaps, the main socio-cultural function of voice communications of both the individual and the nation as a whole lies in the formation of cultural and national, social and personal identity. These types of identity ultimately boil down to decision-person shared by a social community, cultural patterns, values and norms, as well as building a sample of the “Other” (“other”) in his self-consciousness. These recent mental actions on the construction of the image of “the other” and to the attainment of personal identity and become the subject of close attention M.M. Bakhtin [5].

Consideration of the communication of the subject as a member of the “voice of peace” and the language community of people imposes an indelible imprint on the understanding M.M. Bakhtin processes of socio genesis and psychogenesis and communicative subject. They arise and there is a constant act of speech and verbal communication.

This understanding of the word and gives, finally, the opportunity to proceed to the description developed by M.M. Bakhtin, the methodology of constructing a conceptual model of communicative subject as a being generated and “living” in a dialogue with himself as “the Others” and “Other” as yourself. It is a speech, in which embodied all the fulness of the concrete-historical existence of the “inner”, a person enters into a dialogue, revealing sounding voice in it. Meaning by itself, as suggested by M. M. Bakhtin, manifests itself primarily in the dialogue [5, p.78-91].

So, communicative subject is, by definition, M.M. Bakhtin, subject and simulating the act of attaining their personal identity in the moments of awareness of the uniqueness of his involvement in the historically свершающемся existence, uniqueness and originality of the creative act of the generation of the creation [6, c.103-127].

Attempt to formulate our own research position suggests an explanation of the principles of selection of the concept of discursive ethics Jurgen Habermas [7]. In it, we think it is clearly evident line, consistently continues and develops the development of a conceptual model of communicative subject that were taken L.S. Vygotsky and M. M. Bakhtin.

Although J. Habermas was not, by texts of his works, familiar with the works of Russian thinkers, the very existence of “communicative community” - “invisible collage” of scientists from different countries and different historical epochs allows the establishment of mentally communication, discussion mates [8].

There is a single logic of research thought development within the same perspective and a single array of historical and cultural information. This logic dictates the choice of discourse ethics J. Habermas. In it, as in the concepts of L. S. Vygotsky and M. M. Bakhtin, the issues of birth in the practice of “verbal thinking” of a speaking man “ a special type of social subject carrying out self-identification.

...In the framework of the study and provide communicative procedures of social communication, as well as revealing moments mapping conceptual development of models of communicative subject, conducted by researchers from different professional orientations psychologist L.S. Vygotsky, philologist M.M. Bakhtin, sociologist J. Habermas, are United in their interest in the study of the phenomenon of voice communications.

Characteristics of “speaking man” in the conceptual model of communicative subject are as follows:

- A communication entity focuses on understanding, clearly distinguishing this orientation of success;
- Communicative subject perceives understanding as a mechanism for coordination...” [8, p.200-205];
- Communicative subject understands his communicative action as the acquisition of the situation, simultaneously acting as the situation of action and how the situation speech” [9].

Ultimately, communicative subject comes to the decentralized perception of the world, which provided him the opportunity to form a substantial core of the conceptual model of communicative subject. The form of this entity acquires when, it becomes a «public discourse, initialising its autonomous entities» [10, p.75].

The presented characteristics of communicative subject allows you to record different form of his existence in the educational process. These include:
Playback of the communication of the subject in the form of a conceptual model, providing a holistic vision of the nature of the activity of such entity;
Exposure time communicative subject in the forms dialog communication[11];
Fixing communicative subject within the situational discursive practices, where discourse is the support of the General principles (rules, norms, instructions) communication[12].

The above characteristic of a communicative subject and it systematically selected form (the first relates to the form, the structure, the second - to the form of the function, the third and the fourth - to the forms-conditions of implementation of pedagogical communication) represent the main organizational moments of the existence of the communication of the subject and the integrity of its manifestations in the educational process and are the structural basis of communicative paradigm of modern education.

For illustrative of its presentation should refer to the symbolic and graphic image communicative subject playing it in a generalized model form (figure 1). But first you must determine communicative place the subject in the communicative organization of education as a social system. Place communicative subject as an aggregate of interregional interactive, situation-dialog pedagogical communication in structural and communicative organization of education as a social system.

Under the proposed model diagram communicative subject position 1), 2), 3), 4), 5) mean the following:

1. Socio-communicative organization of education as a process of development of activity of the person, where communication appears set of communication channels between the different elements and levels of social organization of the educational system;
2. Intergeneration -intercultural communication through the «age barriers»;
3. A mass organization of communication information sources and media streams (media, fiction and educational books);
4. Organizational communication of participants of educational process with dedicated functional positions of teacher and student, the social pedagogue and a psychologist;
5. Communication subject, combining and distributing in the process of situational dialog pedagogical communication of information flows in the system of education, as well as creating communicative and informational environment of training and education (on the scheme presented in the form of a circle, covering all the above mentioned components of communicative organization of the educational system).

Important, is the definition of communicative place the subject in the communicative organization of the educational environment. A prerequisite for the scheme proposed by us, a synthetic model, integrating the four theoretical constructs L.S. Vygotsky, M. M. Bakhtin, J. Habermas and representatives of pedagogical cooperation: V.F. Shatalova, J.A. Amonashvili and others From our point of view, in the structure of the model, each theoretical design has some functional-semantic loading, for example: a theoretical design L.S. Vygotsky [3, p.166-169] specifies the mental map of consciousness, rational space which become visible components of the communication process (say, differences of oral and written speech).

M.M. Bakhtin theoretical design [6, p.131] fixes the possibility of submission of the communication process as a process of implementation of self-consciousness, «copyright «I» in Another-Other. In the framework of the theoretical constructs Yu. Habermas [7] focuses on the opportunities of socially significant conditions and mutually agreed norms and mutual understanding communication in the «ideal» situation discourse ethics.

The offered model of communicative organization of the modern educational system requires a theoretical understanding of the existing teachings and studies on the problems of communicative subject. All of the above
Fig 2: Synthesis of integral models of contemporary communicative subject
Note: Developed by the author

Theoretical constructs in the integral model of communicative subject unite on a common discursive practice situational Dialogic interregional communication. In a schematic model of communicative subject area of discursive practice is fixed digit five, line, L.S. Vygotsky - the number one, line M.M. Bakhtin - the number two, line, J. Habermas, the number three, «line in «pedagogics of cooperation»» figure four. The result is the following symbolic and graphic image of integral models of communicative subject (figure 2).

The offered model is built on the principles of integrality of several theoretical concepts.

Such integrative conceptual model of communicative subject allows you to indirectly participate in any dialogue as опосредующеее figures - the «third». This position should engage in teacher carrying out опосредующеее impact on children, directing their attention to the overall effect: the development of reference signals and support schemes productive thinking activity.

Thus, the analysis of sources gave an entity profile communicative organization of the modern system.

Such a model of communicative organization of educational system is the basis of communicative paradigm of modern education.

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