

Continuity of Communicative Culture Creating in Teaching Process of Foreign Languages (School-Technical School-University)

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ABSTRACT

The relevance of the topic research is determined by the fact that current tendency of intercultural integration, one sign of which is the continuity of personal qualities' development, stimulate the search for new approaches to form communicative culture in the process of learning. The purpose of the study is to identify and substantiate pedagogical conditions of realization of continuity of formation of communicative culture in the process of teaching a foreign language in the system "school - College - University". The purpose of the research is to reveal and prove pedagogical conditions of the implementation of continuity of creating communicative culture in teaching process of foreign languages (school-technical school-university) A leading approach to the study of this problem is the experiment, that allows to evaluate problem in details and to obtain objective results. As the result of the research it was possible to identify pedagogical conditions contributing effective communicative culture's formation by means of a foreign language in the system "school - College - University", that is the use of complex means of ensuring implementation of continuity principles; the continuity use of model's formation of communicative culture, which includes target, substantial and procedural components of language training; the construction process of foreign language teaching based on the integration of leading technologies of foreign language study: communication technology, the technology of "Dialogue of cultures" and the educational technology in cooperation, providing an communicative culture's formation in the system of school-technical school-university. Theoretical and practical value of investigation is undoubted. The results can be used by foreign language teachers at schools, technical schools, universities to improve the level of learner's communicative culture.

KEYWORDS

Communicative culture, continuity, school, technical school, university, traditional approach, stages of learning, communicative situations, principles of education

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Introduction

Urgency of the problem

The relevance of the article's topic "Continuity of communicative culture creating in teaching process of foreign languages (school-technical school-

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university)" is determined by the need of a modern society and industry for new manpower able to live, study and work in society rich in versatile cultures; to be on the way of professional and personal growth. Adequacy of interpersonal cooperation and professional growth depends on communicative culture level of a person, which is formed on foreign languages in system "school-technical school- university" as well. That is why the chosen issue "Continuity of communicative culture creating in teaching process of foreign languages (school - technical school - university) is urgent and actual.

Social and pedagogical importance of communicative learning goal on different stages is obvious. It is the continuity principle realization that adjusts the level of communicative maturity investigates on each level the system of "school-technical school-university" foreign language teaching; it is the way connecting communication with practice, which aims to shape professionally oriented person.

Psycho-pedagogical maintenance of the process under review does not correspond to modern tendency in education; pedagogical conditions of its realization are not worked out.

The analysis of literature on the research problem has allowed identifying determinants of continuity of formation of communicative culture in the system "school-technical school-university".

Foundations of continuity of formation of communicative culture are laid at the foreign language lessons in secondary school. Polytechnical orientation of content of educational material promotes the formation of communicative culture of technical school's students. Foreign language teaching at the university takes into account the link of Scientific Basis with practical life, labour market. This allows maintaining an interest in the studied field.

However, analysis of psycho-pedagogical literature has showed, that the opportunity and prospect of continuity of formation of communicative culture in the system "school – technical school – university" realization are still not a subject of a specially research.

Modern trends in intercultural integration, one sign of which is the continuity of personal qualities development is to stimulate new approach research to form communicative culture in the process of learning foreign languages. The importance of integration processes in formation of communicative culture under conditions of educational levels' continuity is noted in the Concept of modernization of Russian education as a condition of the extension of the scope of interaction through communication skills' development of every member of society. In this regard, one of the most important tasks of foreign language teaching is to prepare students to be ready for cultural, professional and personal communication, with a high level of communicative culture.

The need of formation of communicative culture's continuity in the process of teaching a foreign language in the system "school – technical school - university" is not fully understood by teachers and is not worked out in pedagogical theory.

The main methods of investigation are: theoretic – methodological analysis of scientific, philosophic, psycho – pedagogical, educational, literature on the researching topic; analysis, comparison and generalization of experience of teachers from school technical schools, university; analysis and systematization of the results of pupils and students activities (creative work), pedagogical experiment,

observation, conversation, survey, modeling, method of expert evaluations, methods of mathematical statistics.

To achieve the target the author created a model of continuity communicative culture forming in teaching process of foreign languages is “school-technical school-university” system based on realization of communicative context and principles of using modern technologies like communicative technology (Passov,1977) “Dialogue of cultures’ technologies (Bibler, 1992) and technologies of teaching in cooperation (Polat, 2000)

Materials and Methods

Research methods

In the course of the research there were used the following research methods: analysis of normative documents, content analysis, the method of mental experiment, prediction, systematization and generalization of facts and concepts, modeling, design, method of expert estimations, analysis of results of activity of students, diagnostic methods, pedagogical experiment.

The experimental base of the research

Experimental work was carried out in secondary schools № 25, 26, 45 of Naberezhnye Chelny, at schools № 8, 10 in Yelabuga, at Technical School №57, Kama State Automotive Technical School and in Kazan State University and at Kazan motor transport technical school.

The stages of the research

On the first stage different pedagogical literature was studied and analyzed; theoretical systematization, the analysis of teacher’s work. During this stage, the problem, the goal, hypothesis and objectives of the study were defined.

On the second stage there were the analysis of different issues, the data of experience was summed up; pedagogical conditions of continuity of formation in the process of teaching a foreign language in the system "school – technical school - university" were revealed.

On the third stage experimental work was carried out to prove pedagogical conditions was carried out. We made the systematization, compilation and validation of research results; the conclusion and practical recommendations were formulated.

Results

The developed model of continuity of communicative culture creating in teaching process of foreign languages (school-technical school-university) based on communicative situations, principles and leading technologies of foreign language training, allows to assert that the basis of communicative culture’s continuity creating in teaching process of foreign languages (school-technical school-university) is the content mastered at school and adjust on the initial stages at technical school and universities.

Stages

The implementation diagnostics of different levels' formation of learner's communicative culture, based on the following issues: interactive, informative, and linguistic (Hall, 2002).

It is not surprising that high stakes nature of this assessment agenda, with its published performance tables, its target setting based on national test results, its assumption that standards can be objectively measured; that teacher's assessment, which is dependent on his or her judgement, is not prioritized (Broadfoot, 1999).

Reliability and validity of research results are ensured by reference to fundamental works on the issue of studying, by totality of empirical and theoretical methods, corresponding with its subject matter, aims and objectives. It is also assured by complex character of pedagogical experiment, by using the mathematical methods for processing experimentally obtained data, and by sufficient representative excerpts with the authors' participation in experimental work (Barahovich, 2000).

The problem of personal culture's formation and communicative culture is one of the actual aspects of modern society's development (Kagan, 1996). E.A. Zimnyaya (1985) defines communication as a form of social - communicative activity where a "verbal intercourse" is a specific human interaction of society's community. It serves as a basis for our comprehension of communicative culture.

The history analysis of such concept formation as a "communicative culture", its structural components and also contemporary views on this phenomenon has allowed us to single out the signs of continues formation of communicative culture in the system "school - technical school - university". Such signs are indicative system of human behavior and intercultural communication, which are realized in the communicative activities of people (Koletvinova, 1999).

Indeed, a communicative culture is an integrative person's quality, adequately regulating its socio-cultural and professional status. It determines the ability of professional growth in using the sources of special information, including in foreign languages. Communicative culture shapes proper verbal interaction in everyday and professional situations (Arnoldov, 1994).

The personality-activity approach is manifested through the continuity of communicative culture's formation in the structure of modern approaches to the study of foreign languages. The realization of various forms of communicative activity in teaching of a foreign language in the context of this approach acts as a basis of continuity formation of communicative culture in the system "school - technical school - university" (Zimnyaya, 1985).

The problem in recent years is that teachers' learning has been more technical than professional, focused on the short-term implementation of Government priorities. In particular, the current policy context of assessment seems to be one where, to quote P. Broadfoot (1999), "assessment is a "neutral" measuring instrument which only requires further technical developments to make it more effective" (Polat, 2000). The lack of support for resources to support teachers in their interpretation of level descriptions and their application of teacher assessment is not surprising in such a climate since the assumption is the solution is technical and not about professional learning and teacher collaboration" (Black & Wiliam 1988).

The continuity of communicative culture forming is carried out according the following two factors:

1) content and logic of familiarization of educational subject "Foreign language";

2) conformities of knowledge developing law process.

An action of the first factor is determining the observance of succession in the academic subject construction. The basic contents of academic subject, is realized in a sequence providing the exploded producing of educational issues, in accordance with the stages of forming the communicative culture in the system "school - technical school - university".

An action of the second factor - the conformities to the law developing process - does not allow to transfer the content of the specific knowledge field in an academic subject directly; it requires its didactic processing.

Processing of the contents is connected with the use of level situational tasks and authentic materials, responding to the requirements of the succession forming for communicative culture and corresponding to the educational standards in the system "school - technical school - university" (Barahovich, 2000).

Implementation of the continuity principles regulates the level of students' communicative culture formation at every stage of the process of foreign language teaching. It is the means of setting the link between learning and practice with its aims at a person's professional development (Auhadeeva, 1994).

The process of communicative culture formation in foreign language teaching has its own characteristics at each stage of development. Quantitative changes of the sets of communicative skills are transformed into qualitative indicators of communicative culture formation during transferring from the previous level of teaching to the next one. The continuity of communicative culture formation in integrated system "school - technical school - university" is provided on the basis of the preservation and transferring of the most essential elements of communicative culture, which have been earlier, to new higher level of its further development (Hall, 2002).

The analysis of foreign language teaching in the system "school - technical school – university" allows us to develop a structure of continuous communicative culture formation (Figure1).

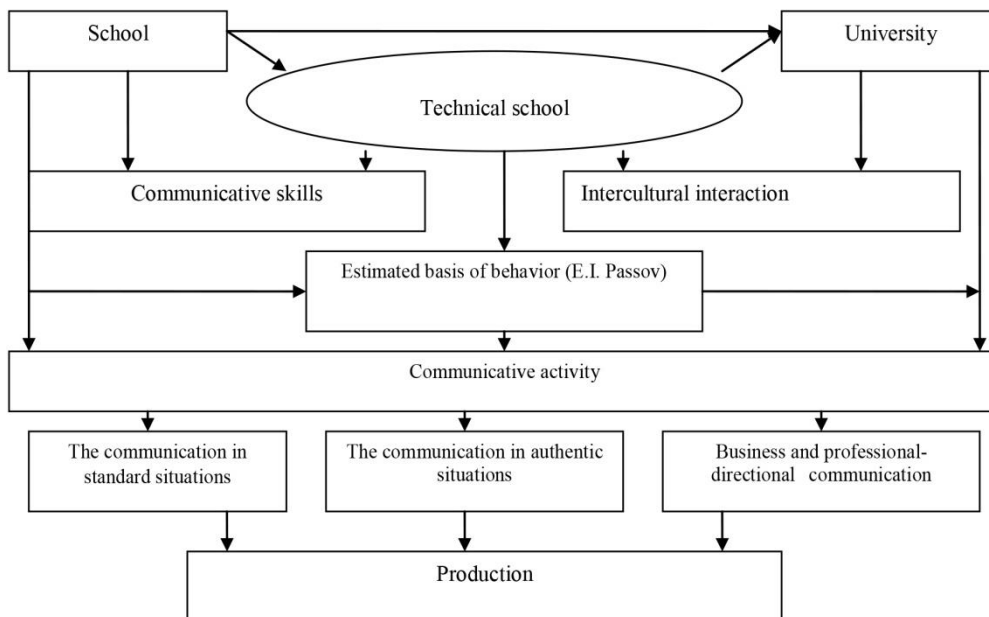


Figure 1. The structure of continuous communicative culture formation.

Taking into account the effect of two selected earlier factors and the structure of the successive formation of the communicative culture, the study developed a model of successive formation of the communicative culture in the process of foreign language teaching in the system "school - technical school - university", which is based on the realization of communicative situations and the principles of the use of leading techniques of foreign language training (Table1).

Table 1. The model of the successive formation of the communicative culture in the system "school - technical school - university" in the process of foreign language teaching

| School | Technical school | University |
|---|--|---|
| Target component | | |
| Profiling | Specialization | Specialization and professionalization |
| Content component | | |
| Foundation of communicative knowledge (foundation of communicative culture) | Professional orientation of communicative culture | Universal communicative knowledge and skills |
| Procedural component | | |
| Communicative technique of E.I.Passov | Communicative technique of E.I.Passov, "Collaborative learning technique" E.S. Polat | "Collaborative learning technique" E.S. Polat, partially the technique of Passov and "Dialogue of Cultures" V.S. Bibler |
| Pair and group forms of work | Individual, group forms of work | Individual and group forms of work predominate |
| Monological, dialogical, problem-search and other methods | Dialogical, problem-search, half research and other methods | Problem-search, research methods |
| Student's personality | | |

Experimental work on the verification of the hypothesis was carried out on the basis of the developed technique of the successive formation of the communicative culture. The experiment involved 204 people, two experimental and two control groups of technical schools and universities. In the secondary school as a pilot one senior class has been assigned, as the result it was held not parallel (the presence of the experimental and control groups), but a sequential experiment, i.e. there were compared the initial and the final results. The purpose of the organization of the experimental work at school was the formation of students' readiness to master the communication skills of a higher level, of the proximity to the demands of foreign language training at colleges. For this purpose, the communicative tasks of the first level developed by the dissertator were used in the experimental class.

The technical schools used the complex of methods and means of successive formation of the communicative culture of students at the foreign language lessons (level communicative situations, project assignments, level authentic texts, etc.).

There were introduced authors didactic materials at Kama Polytechnic Institute aimed at the realization of communicative situations of the third level of the main training course and the second level of the introductory - corrective course. Thus, in the experiment the secondary school was identified as a stage creating the foundation of communicative skills, developed at a college. The university was a prognostic step to a further improvement of communicative skills of college graduates.

The implementation diagnostics of different levels' formation of communicative culture of learners, based on the following issues: interactive, informative, and linguistic.

Ascertaining stage

In the frame of the study there were distinguished three levels of formation of the communicative culture of students.

Level 1 (low) is characterized by following criteria:

Interactive criterion: low ability to perform most of the communicative tasks and organize verbal interaction, unformed skills of effect on the interlocutor during the communication.

Informative criterion: ambiguity, uncertainty of information presentation, a large number of important communicative mistakes, lack of consistency in the statements, serious difficulties in expressing thoughts that prevent effective communication.

The linguistic criterion: non-normative grammatical and phonetic statements, difficulty in communicating because of the limited stock of vocabulary, grammar violation of language rules; the speech is "blocked" by filler words. Basic skills of practical command of business language and professional terminology do not appear.

Level 2 (Intermediate) is characterized by the following criteria:

Interactive criterion: the inability to respond quickly and flexibly to the situation of communication, low ability to establish and maintain contact with the interlocutor. Speech interaction is not always carried out flexibly, taking into account the interests of the partner.

Informative criterion: communication tasks are solved, although with some difficulties, there are consistency and clarity in the presentation of ideas. Information is perceived adequately and accurately.

Linguistic criterion: statements are constructed in general fully and correctly, although in the speech are grammatical, lexical and phonetic mistakes. The vocabulary does not complicate the process of communication, but sometimes active vocabulary is not sufficient for the expression of thoughts. Basic skills of practical command of business language and professional terminology are weakly manifested.

Level 3 (high) is characterized by the highest criteria:

Interactive criterion: speech behavior is appropriate to the situation of communication, it promotes a positive impact on the interlocutor in the required direction, enables to establish and maintain contact with him/her. The ability to maintain dialogue flexibly, to respond to the position of the interlocutor, if necessary, to change one's tactics, to abide by the rules of speech etiquette.

Informative criterion: Successful solution of communicative tasks, clear and precise statements, logical and complete presentation of information.

The linguistic criterion: vocabulary is sufficient for interpersonal communication in a situation close to professional and intercultural interaction. Statements are grammatically correct, phrases and sentences are built without difficulty, the basic skills of practical command of business language and professional terminology appear.

Dynamics of formation levels of the communicative culture in the experimental and control groups is shown in Figure 2.

The results of the research performed at the final stage of forming experiment, have shown that differences in the level of formation of communicative culture in the control and experimental groups are statistically significant.

Consequently, the identified and theoretical significance of pedagogical conditions influence effectively on the process of successive formation of communicative culture in the system "school - technical school - university".

Comparative analysis of the experiment stages leads to the conclusion that at the first stage, along with a motivational factor, a prerequisite for the further continuity of formation of communicative culture is the development of a linguistic criterion of school and college students. This contributes to the communicative skills acquisition at a higher degree of difficulty (cross-cultural, professional oriented, specialized) at the stage of university training.

The experiment shows that the use of authentic - problem situations affected the efficiency of the educational process at each stage of foreign language learning in the system "school - technical school - university." The members of communication solve real and forecasting tasks of future professional activity. These tasks were of problematic nature and stimulated independent search for their solutions.

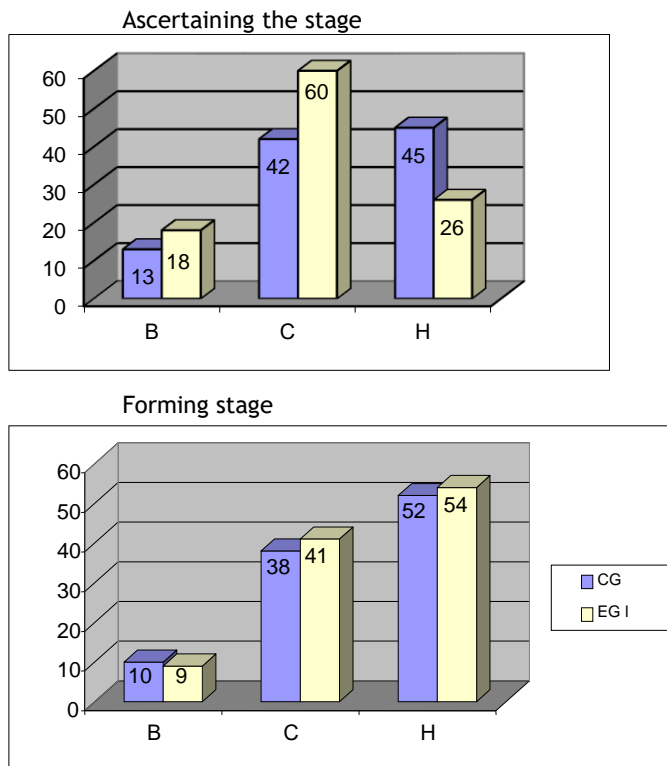


Figure2. The formation levels of the communicative culture of students of control and experimental groups on ascertaining and forming stages of the experiment

Forming stage

During the forming stage of the experiment scientific and methodological support of the system of communicative situations was developed and implemented, which includes software, training manuals, guidelines and a diagnostic Toolkit).

The contents of communicative culture's formation of creating interacting process

The features of teaching a foreign language in the process of communicative culture's formation in the system "school – technical school - university" are shown in the determinism of content selection of educational material, forms, methods of teaching, goals of teaching a foreign language, the explanation of communicative activities.

Continuity features of communicative culture's formation in the process of teaching a foreign language in the system "school – a technical school - university" manifested in the substantive and procedural components. Substantive component inherited in the integration of the elements of foreign language and professional training in the system level of communicative situations and authentic texts. The procedural component is characterized by the differentiation of objectives, forms, methods of teaching in accordance with the stages of formation of communicative culture

Experimental verification of the effectiveness of the proposed content of communicative culture's formation of creating in teaching process of foreign languages (school-technical school-university)

Stated results showing the differences during communicative culture's formation in control and experimental groups are statistically significant. Consequently, the revealed and theoretically grounded pedagogical issues of effective influence on the succession process of communicative culture's formation in the system "school- technical school - university". Comparative analysis of the issues at different levels of the research allows us to conclude that at the first stage, along with the motivational factor is determined. It helps to mastery communicative skills and a higher degree of complexity (cross-cultural, professionally directed, specialized) at the stage of University education.

The experiment proves the use of authentic situations-the problematic nature affected by the efficiency of the educational process at each stage of learning a foreign language in the system "school – technical school – University". The participants of the communication were able to communicate.

Conclusion

The research and experimental results suggest making the following conclusions.

The basis of successive formation of the communicative culture in the process of foreign language learning in the system "school - technical school - university" is the content, acquired at school and being corrected at the early stages in college and university. A person, owning the basics of foreign language communication and ability to improve them, can continuously acquire new applied knowledge using modern educational techniques.

The principle of succession performs a methodological function in relation to specific techniques of communicative culture formation. The content of general concept "succession of the communicative culture formation" in the system "school - technical school - university" includes the more restrictive terms (succession of profiling, succession of levels of education, and others), which are this concept's structural components and perform a regulatory function in the communicative culture formation of students.

Efficiency of communicative culture formation in the process of foreign language teaching in the system "school - technical school - university" is caused by a combination of the following pedagogical conditions: in the process of the communicative culture formation in the system "school – technical school - university" is used a set of tools to ensure the implementation of the succession principle; during foreign language learning in the system "school - technical school - university" it is used the model of successive formation of the communicative culture, which includes the target, content and procedural components of foreign language training; the process of foreign language teaching is built on the integration of leading foreign language training techniques: communicative technique (Passov, 1988; Passov, 1989), the technique "Dialogue of Cultures" (Bibler, 1992) and collaborative learning technique (Polat, 2000), providing the successive formation of communicative culture.

During the successive formation of the communicative culture are taken into account the following rules: matching the structure of the content of foreign language educational material to the logic of gradual formation of the communicative culture in the system "school - college - university", the construction of training should take into account the professionalization of a foreign language teaching process in terms of the succession principle, the prospects of communicative culture formation in the process of foreign language teaching, involving the use of level system of communicative tasks and authentic texts.

It has been developed a set of educational tools that meet the requirements of the succession principle and the relevant objectives of the study. The experimental results have shown that the influence of individual pedagogical tools varies depending on the goals and objectives of each stage of communicative culture formation in the system "school - technical school - university."

Features of foreign language teaching in the course of successive formation of the communicative culture in the system "school - technical school - university" appear in the determinacy of selection of the educational material content, forms, methods of teaching, the objectives of foreign language teaching, communicative activity motives.

Features of successive formation of the communicative culture in the process of foreign language teaching in the system "school - technical school - university" are shown on the content and procedural components. Content component is inherent in the integration of elements of foreign language and training in the system of level communicative situations and authentic texts. The procedural component is characterized by the differentiation of goals, forms and methods of training in accordance with the stages of communicative culture formation.

The implementation of the system of level communicative situations in the process of foreign language teaching enables to organize training in the dialogue of cultures that reveals forms of communicative interaction in interpersonal and industrial relations.

The experiment has confirmed the proposed hypothetical statements. However, our study does not cover all aspects of the problem. Further study has indicated possible topics in the following areas: the development of the content and methods of organization of successive foreign language teaching in different types of educational institutions; development of a monitoring system of communicative culture formation of students.

Thus, the practical significance of the study lies in the fact that it has been developed the differentiated system of situation communicative tasks aimed at increasing the level of communicative culture formation, taking into account the succession principle, and has been defined the stages of their implementation.

There have been selected and systematized training materials aimed at successive formation of the communicative culture in the process of foreign language teaching in the system "school - college - university."

The results can be used by teachers of foreign languages at schools, colleges and universities to increase the level of the communicative culture of students at the lessons of foreign language.

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No potential conflict of interest was reported by the authors.

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