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Традиции и инновации обучения культуре речевого общения

в профессиональном образовании

Traditions and innovations in teaching culture of verbal communication in professional education

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Аннотация Статья рассматривает проблему коммуникативной подготовки студентов в образовательном процессе высшей школы. Автором предлагается инновационная система обучения культуре речевого общения, обеспечивающая коммуникативную подготовку студентов в контексте их личностного и профессионального развития. Опора на ценностную систему ориентиров (цель, знания, принципы, опыт, стимулы) выступает необходимым условием совершенствования качества речевого общения и отношений, что подтверждено результатами опытно-экспериментальной работы.

Ключевые слова коммуникативная подготовка; речевое общение; субъектно-ориентационная система обучения; субъектно-ориентационная технология; ориентиры.

Summary The article touches upon the problem of communicative training within the educational process of higher educational institutions. The author suggests the innovation system of teaching verbal communication culture, ensuring communicative training of students in the context of their personal and professional development. The value system of reference points (goal, knowledge, principles, experience, stimuli) is an essential condition for mastering the quality of verbal communication and relations which is proved by the results of experimental teaching.

Key words communicative training; verbal communication, personally oriented system of teaching, subjective-oriented technology, reference points.

Teaching culture of verbal communication in the educational process of higher educational institutions seems particularly important due to the current tendency of states interaction on various levels, complication of socio-cultural

contacts of people, which take place in the circumstances of globalization and international integration and determine the necessity to train highly skilled competitive specialists who would meet the international standards and be ready for intensive activity and cooperation.

Among all professional qualities such skills as listening, speaking, persuading and ability to work with different kinds of information, to hold negotiations, coordinate your actions with those of partners and do teamwork are highly estimated. So communicative training in a native or foreign language within the educational process meets the requirements of modern standards of professional education aimed at the development of a communicative and open personality who is able to work preventing conflicts, creating atmosphere of emotional balance and mutual understanding with the surrounding people [2].

The analysis of teaching verbal communication in this country and abroad reveals several approaches presented in linguistic, psychological and pedagogical papers: rhetorical, developed by modern rhetoric (A.A. Vvedenskaya, A.K. Mikhalskaya, L.G. Pavlova, I.A. Sternin); socio-psychological, based on active methods of group work (E.N. Emelianov, G.A. Kovalyov, L.A. Petrovskaya, E.V. Rudenskiy, A.U. Harash); cultural, directing attention to different aspects of speech perfection and communicative culture (V.A. Artyomov, B.N. Golovin, V.V. Kolesov, M.P. Senkevich, V.G. Kostomarov, V.V. Sokolova, S.G. Ter-Minasova, M.O. Faenova, K.N. Khitrik, W. Labov, G. Lakoff) and communicative, presented by different strategies of communicative competence formation (I.L. Bim, R.P. Milrud, E.I. Passov, I.L. Pluzhnik, E.N. Solovova, V.P. Furmanova, I.I. Khaleeva, C. Brumfit, A. Holliday, W. Littlewood, H. Piepho, J. Sheils, H.G. Widdowson).

However the problems of teaching culture of verbal communication haven't been solved yet. Quite often the methods and techniques used in educational process have an object-oriented character and leave aside the subject of communication, the communicator himself. Our research presents the innovation system of teaching verbal communication culture, ensuring communicative

training of students in the context of their personal and professional development. It is based on the system-subject-oriented approach which is the integrative combination of system and subject-oriented approaches.

The approach provides dedicated teaching culture of verbal communication by means of reference points (goals, principles, knowledge, experience, stimuli). The system of reference points is able to influence the behavior of communicators (linguistic tools, speech style, communicative actions, way of thinking, mindset, emotions), thus providing qualitative change of the position in communication, which targets achievement of subject-to-subject relations [3, p. 16-17].

Reference points are dynamic; they form different hierarchical structures on various levels of verbal communication. At the same time *goals* play the decisive role in communication together with their motives and appropriate means. *Principles* based on the unity of perception and communication imply taking into account the recipient, his value orientations, space and time conditions of verbal communication. *Knowledge* includes: knowledge of the language system and the role of communicative culture in professional and personal development; value orientations of other people expressed in their ideals, needs, interests; knowledge of one's own positive and negative sides.

Experience represents the integrated experience of verbal communication with different categories of people (age, gender, social status, profession): experience of application the so-called "ready-made knowledge" for orientation in practical and educational situations; experience of application already established ways of different kinds of human activity; experience of creative activity; experience of emotionally-value attitude to the world. *Stimuli* motivate further communication raising the effectiveness of interaction.

The innovation system of teaching verbal communication culture in professional education implies realisation of subjective-oriented technology which is based on the theory of systematic mental actions and notions formation worked out by P. Galperin [1]. According to this theory the process of teaching

culture of verbal communication is aimed at formation of orientation, performing and monitoring parts of a speech act. Orientation part is responsible for the defining the aim of verbal communication, the choice of its means and forms with the help of reference points. Performing part realizes the verbal communication on the basis of the set up reference points' hierarchy. Monitoring part compares the results with established samples and if it is necessary it ensures correction of orientation and performing parts (more precise definition of the aim, changes in the reference points' hierarchy and their content).

The subjective-oriented technology provides verbal communication culture formation according to the cycles and stages. Cyclic teaching is determined by the sequential change of dominant aim in each of them: the first cycle – teaching verbal perception culture, the second cycle – teaching verbal expression culture and the third cycle – teaching verbal influence culture. The last one determines the subjective position of the speaker.

In the three-cycle technology that we have developed, every cycle includes three sequential stages (projection, activity, control and assessment). The first stage directs the whole process of teaching based on the system of reference points (goals, principles, knowledge, experience, stimuli). The second stage aimed at cooperation and communication skills ensures the perfection of verbal communication culture (elaboration of one's own schemes of communication using reference points, analysis of situations, discussions, self-esteem). The third stage carries out diagnostics, correction, control and assessment (oral and written tests, expert judgments, etc.).

Reference points system is an essential thing for successful transition from the lowest level of one's verbal communication culture to the highest one. At the lowest level the speaker masters the technique of interaction and mutual relations. His verbal communication is carried out according to samples, the algorithm, using stock phrases and verbal cliché. The next level is characterized by the independent use of reference points adequately chosen according to the situation of communication. The highest level differs by the speaker's ability to

plan and realize his verbal expression and influence independently in a new non-typical situation of communication.

Thus every cycle of the technology has its own goals and objectives, according to which the work of the teacher and the students is arranged, and implies adequate methods and means of teaching. The key technological element, ensuring the interaction of the participants in the teaching-learning process is a dialogic personally oriented situation.

It should be also noted that the cyclic nature of the verbal communication culture formation is determined by the change of functional purpose of references. The frame of references serves the means of control of the orientation activity of students during the first cycle, the basis of unassisted activity during the second cycle, and transforms into value references for communication during the third cycle, thus providing the transition of the students' activity from the category of controlled activity to the category of unassisted activity. Besides it is to be underlined that all cycles and stages of the technology are interconnected and work as an integral system. The cyclic subjective-oriented technology ensures permanent progressive verbal communication culture formation based on unassisted orientation of a student in the course of his activity.

While encouraging stage-by-stage accumulation of knowledge, development of communicative skills, formation of a value system, relations and adequate self-esteem, usage of personally oriented system of teaching together with its subjective-oriented cyclic technology in the educational process of a higher educational professional institution ensures transformation of subject-to-object relations to subject-to-subject relations, which is achieved through gradual extension of the sphere of participants' verbal communication [4; 5].

The appropriateness of the innovation system realised in the course of teaching different subjects within the educational process of a higher educational institution is proved by the results of experimental teaching.

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