Methodical Ways of Enhancement of Personal Communicative Competence as a Social Constant at the Innovative University

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Abstract

The article presents the specifics of personal communicative competence as a social constant and its place among other social constants. The authors define personal communicative competence as the basic on effort he professional competence, a meaningful and essential constant. The ways of enhancement of a bachelor's communicative competence in "Russian Language. Literature", "Russian language. History" at the pedagogical college are studied. The paper presents a complex of special tasks, suggested to the students in the course of such subjects as "Pedagogical rhetoric", "Theory and methodic of teaching Russian" and others. The authors mention some peculiarities of methodical workshops as an educational technology and a classes conducting format, which lets one improve methodical and communicative competence of a future teacher. The principles of the theoretical analyses of communicative situations components at a methodic workshop class are demonstrated by the example of professionally oriented texts critique.

Keywords: social constants, communicative competence as a social constant, a teacher-philologist's professional competence, methodical workshop as an educational technology and a format of classes

1. Introduction

Searching for ways of student's personal communicative competence enhancement at the pedagogical college demands, primarily, defining its place and specifics among other fundamental social constants. The dictionary defines a constant as a 'stationary value': "continuous; occurring repeatedly; unchanging; faithful - unvarying quantity" (Weiner & Hawkins, 1985, p. 297); "1) ongoing all the time; frequently recurring" (Hornby & Cowie, 1982, p. 182). S. A. Lebedev interprets the fundamental social constants (FSC) as life-settling optima, which express the style, structure and order of maximally adjusted (in comparison to the ideal) social well-being. This is a maximum self-implementation in the sphere of spiritual reproduction (Lebedev, 2004).

The pedagogical sphere of activity is one of the most important fields of spiritual reproduction. We agree with the opinion of L. A. Zelenov, A. N. Smirnov and V. L. Lysyak who describe the pedagogical sphere as one of the main spheres of social activity, logically drawn, confirmed historically and empirically, being of a social constant character. The principle of humanism, which, according to L. A. Zelenov and the colleagues, presents the idea that a human is the uppermost value, runs through the whole pedagogic sphere. One of the humanism principle expressions, according to the fair belief of L. A. Zelenov and others, is the "respect for the person who is the active, not passive like 'the animated body' participant of pedagogical process, who is the co-author, co-subject of the activity (Zelenov, 2010, pp. 45-46). This thought is, in our opinion, consonant with M. V. Silantieva's reflections concerning such an educational constant as (Person): "Education doesn't and won't exist without it, without 'the person' who teaches and the 'person' who learns, without those who surround them" (Silantieva, 2011, p. 9). In this respect, it's appropriate to address the ideas of those scientists who perceive "the teacher" notion in a broad sense, as a 'teacher'system, which is not simply an assemblage of characteristics and qualities but a dynamic whole. "Being a highly professional, competent, mobile teacher makes the person an educational constant of the XXI century, and his task is also the upbringing as the number one priority of education" (Zeynalov, 2013, p. 198). The developed attention to another person, the ability to understand and to accept the communicative partner, soul sensitiveness, spiritualism, and the ability to manage communicative situations stipulates the teacher's success, his level of general and professional culture.

A person with a high level of culture is defined (by O. N. Zamyatina) as a social educational constant at any

stage of social system development, under any social-cultural conditions. The social culture of a person is characterized by the person's clear self-identification with certain social groups and society classes, by the ability to express one's interests, to interact, to 'make common cause' with other social subjects, to manage one's life, reasonably combining nature and society in oneself. This affords the author to make a conclusion about the system-forming meaning of social culture as the basis for education effectiveness (Zamyatina, 2006, p. 310). Obviously, to realize the characteristics of the person's culture, mentioned by the scientist, is impossible without mastering the speech. Therefore, the problems of communicative culture and communicative competence are closely connected with views, values and person's world outlook, with one's general culture thus with the personal orientation on the whole.

Some scientific works of both local and foreign scientists, which reflect the researchers' interest in the problems of future teachers' moral growth, are devoted to many-sided preparation of a teacher's personality at the university (Shukshina et al., 2013), to the general pedagogical training of a teacher (Morrison & McIntyre, 1969), to the special subject training in the students' scientific-research activity (Vinokurova & Mazurenko, 2013).The person's orientation, communicative culture and communicative competence formation play the role of some vector of a person's development and self-development, thus defining his/her professional self-realization.

2. Methods

Basing on the traditional understanding of communicative competence in pedagogic speech science, which is the specialist's mastering of communicative skills in a certain pedagogical group and his ability to create and interpret professionally meaning fulstatements (texts) (Pedagogical Rhetoric, 2001), *we believe that the personal communicative competence is the basic professional competence and an especially meaningful social constant.*

Here we're speaking about the communicative competence of a future teacher-philologist and the ways of its improvement in the innovative college (Mordovian State Pedagogical Institution in the name of M. E. Yevseviev). *We consider constancy to be the essential characteristics of a teacher's communicative competence, which is specified by the particular status of this professional competence: its role in providing the successful pedagogical process, its aim in construction of educational trajectories, depending both on teacher's personal traits, his professional and social significance as a special leading educational figure and on the specifics of his activity(variously directed speech activities, motivated by pedagogical interpretation).*

The communicative competence enhancement in the context of a future teacher-philologist's professional training is most successfully fulfilled as a result of methodical workshop technology implementation.

It's necessary to notice that the present Russian educational sphere witnesses are the reactive search of the most effective methods and work techniques within the methodical workshops, at that not only for the realization of educational process which has definite content and studying programs, but also in the additional education, clubs activity, collaboration with the parents, etc. Separate regulations and ideas of the pedagogical workshop can be applied in such a technology of teaching the students of pedagogical colleges as *a methodic workshop*, which we use in our own pedagogical practice.

Recently there have appeared many supporters of this educational technology among Russian teachers and methodists. With this, each of the practitioners realizes his model of teaching and upbringing within the frame of this educational technology defining it, basing on his own pedagogical aims and the expected result. For example, I. A. Mukhina is suggesting the following definition of a pedagogical workshop: "*A pedagogical workshop* is a certain form of teaching children and adults which creates the conditions for every participant to ascent to the new knowledge and new experience by means of independent or collective discovery. Here the basis for a discovery in any sphere of knowledge, including self-actualization, is everybody's creative activity and the awareness of this activity laws. It can be presented in the following way in the knowledge construction workshop: creative process-a creative product-its laws' awareness-matching the result with the culture achievements-own activity correction-a new product, etc." (Mukhina, 2014). T. Y. Gerasimova defines the notion of 'pedagogical workshop'as "the means, providing the shortest way of a teacher's creative potential disclosure due to the creativity stimulation in a quasi-professional activity (reflective, creative, communicative) …" (Gerasimova, 2005).

Different approaches to defining the essence of a pedagogical workshop can be united by the fact that not only the real knowledge or a skill has to become its result but the process of truth attainment and a creative product making itself are important as they are. At this, the essential quality of the process is the collaboration and co-authorship while the main methods of work in a workshop are the researching and problem-solving methods of teaching. Among the key work principles of a pedagogic workshop are the following: a) the possibility of activity choice at different stages of the event which creates the feeling of free demand self-realization/creativity

chance; b) (socialization) (every participant's presentation of his/her creative product) which contributes to formation of interest to another point of view, triggers self-reflection in the process of workshop event the necessary atmosphere for interaction is created;c) diagnosing the forming level of every participant at every new educational stage.

The methodical workshop, considering the above mentioned statements, transfers them in to the sphere of a teacher's professional training, gives the chance of professional creativity, of deepening, 'sharpening' that methodical skill and knowledge which pedagogical students obtain by the graduation time.

3. Results

When speaking about *a pedagogical workshop* we mean such a *technology of training* the pedagogical universities students-future teachers, which allows to develop and enhance their methodical competence in the atmosphere of modelling the situations of professional activity and includes the following components: the idea of planned educational results, diagnosing initial and current skills, as well as the formed competences of the students, application of various methods and techniques according to the optimal educational model.

It's necessary to specify that the methodical workshop creates a studying atmosphere for modelling the professional activity situations as *a form of students training process*, in which future teachers' specific competences are being formed and enhanced gradually. It actualizes certain stages explained by the logics of technological process (Belova, 2011, p. 62).

The technology of a methodical workshop allows accomplishing several important educational, developing and upbringing tasks:

- Educational motivation: rising interest in the learning process and active perception of the study material;

- Comprehending the models of professional reactions and actions in different educational communication situations, development of the teacher's professional speech culture and communicative skills;

- Personal self-development of the student as a future teacher, responsible for his own knowledge and his students' studying process effectiveness;

- Functional literacy and creativity: skills of creative comprehension and judgment of the new knowledge and ways of its usage in the professional activity.

We use a methodical workshop as an educational technology and as a form of classes organization most often when teaching the students-philologists within the frames of certain subjects: obligatory ("Pedagogical rhetoric", "Theory and methodic of teaching the Russian language", "Stylistics") and optional ("Integrative approach to studying the philological disciplines at school", "Professional text activity of a modern teacher").

Modelling the lesson at the stage of preparation for it at the methodical workshop allows the students to choose consciously the necessary and sufficient studying material according to the topic and goals, to coordinate the content and the structure of the lesson as a harmonious whole, to think out the lesson as future mutual work with the students which means to improve one's professional-communicative as well-skills. A lesson model presentation and analyses at the methodical workshop, accompanied by a discussion and correction in a group, reveal not only the theoretical material knowledge degree but also the students' ability to demonstrate their mastering of communicative professional competence creatively in their practical (quasi-professional activity).

4. Discussion: Didactical Potential of a Methodical Workshop for Students' Professional Communicative Competence Perfection

A methodical workshop is one of intensive educational technologies, inviting each of the participants into the independent knowledge development and accretion through the critical attitude towards the old information, towards the incoming new information and independent solvation of the creative problems. Intensification of the education is understood from the didactical point of view: "the achievement of maximum effectiveness in the minimum studying time and teacher's/student's efforts expenditure" (Babanskyi, 1977); from the methodical point of view - (speed and education quality increase, the volume of work, done in a set period of time) (Tschukin, 2007, p. 93); from the psychological point of view - (the assemblage of four parameters: a) increasing the volume and speed of studied material; b) quantity and variability of educational techniques (exercises); c) communication consistency; d) activation of psychological reserves of student's personality) (Zimnyaya, 1985).

An important feature of a methodical workshop sits dialogue form, interactive character, which allows enhancing the future teacher's professional competences in the form of a polylogue of all the participants devoted to the studying-speech situations in the discussed lesson model. The educational effectiveness in this case is explained by the mutual activity of the participants, which is guaranteed by the equal input of every participant into the

studying communication process (Sacksetal, 1974). The communicative competence contains the interactive component, which determines the interaction of the communicating people, mechanisms of mutual actions organization, roles coordination, realized by the participants of the studying polylogue. In the communicative process it's possible to subdue one's actions to the partner's (complimentary relation) or to set the equal relations (symmetrical relation) - in the process of teaching the students dialogical professional discourse it's important to draw their attention to the rules and principles of communicating, i.e. of following the interactive principle (Bateson & Ruesch, 1951, p. 253).

Let's illustrate the procedure of teacher's methodical work at the methodical workshop classes, devoted to the enhancement of the communicative competence of bachelor students in the process of gradual practicing the skill of constructing the model of a complete lesson or of its part by means of special tasks. As such a task, the students are suggested to study and to discuss the class synopsis according to the criteria of a class analyses; to repeat the methodical base of the lesson with the help of an incomplete transcript, class presentation in front of the audience, its self-analyses. Before doing the above-described work, the students are diagnosed to check their lesson-constructive skills. Then it's necessary for the students to do the following step by step: to analyse the school programmes and text-books, to formulate the lesson aims; to define the needed methods and working techniques, to choose the didactic material, which all make the base of the lesson.

5. Organization of Methodical Workshop

Let's give an example of such a workshop for future teachers of the Russian language and history dealing with the topic "Speech situation as a key notion of the studying course 'Pedagogical rhetoric'", where interpretation method is used as the educational method (pedagogical interpretation of professionally oriented texts: correspondence of Alexander Macedonian and Aristotle) (Bases of pedagogical rhetoric, 2000).

Mastering this theme included the block of classes, conducted in the form of a methodical workshop.

5.1 Orientation Stage

At the first class of this type the students got acquainted with the main speech situation components (speaker (addresser); listener (addressee) communicants' social roles; subject matter, communication place, time, aim orientation). It's important to consider those factors when constructing appropriate and effective speech communication. The second class of this orientation stage suggested the students to work with certain texts, to find out all the components of a fixed speech situation and to characterize them. The main aims of the class were to develop the skills of a rhetorical text analyses by means of finding out and characterizing all the components of a speech situation given in the text, which form and enhance the students' communicative competence, perfected by their participation in these speech situations and stimulation of their intellectual speech and text activity.

5.2 Students' Knowledge Actualization Stage

This stage suggests the methodical workshop participants to appear in a situation of a talk: (Comment the specifics of every component of the speech situation by giving your own examples). Thus, via the methodical workshop participants' independent characterization of the components influencing the communicants' mutual understanding, they're thinking of such essential components of every communicative situation as *the addresser* and *the addressee*: their educational level, their speech level, temperament type, gender, age and others. The leader of the workshop suggests ranging the given characteristics-this studying activity allows a better understanding of the first important components of the speech situation. Further on the students comment the specifics of the *subject matter* as a component. A certain educational task is given, which allows not only to actualize the students' knowledge but in a certain sense to increment it as a result of knowledge integration within the frame of the subjects taught at the university ((Rhetoric), (Pedagogical rhetoric), (Philosophy), (Russian language and the culture of speech)). (Match the given subject matter examples with the spheres of social activity and those texts which function in communicative situations) (science - served be the scientific style, politics - media style texts function here, art is made for belle letter style, everyday routine supposes using of simple conversational style, law-official and business, religion-church and religious ones). An important stage of knowledge actualization is accomplishing the educational task of giving the examples in every type of communicative intention and of defining the frequency of their realization in various situations of studying-pedagogical activity. Such a goal as (to inform) (to provide the information about the subject matter in detail and objectively) can be often met in such a situation as new material explanation. The intention (to persuade) (to change the partner's point of view for your own one, addressing his reason, giving arguments) is actual in the situation of the students' analysing the text-book paragraph, or the students' creating questions when asked orally. The intention (to rouse to action) (which is possible to realize only after the interest to the action is

roused, in the students' fair opinion) must penetrate different educational situations, especially those like doing the homework, searching for additional information, doing studying projects, research, etc).

5.3 Communicative Competence Enhancement Stage

This stage is characterized by 'submerging' of the students into the communicative situation analyzed at the class, particularly, the relationship of Alexander Macedonian and Aristotle. After that, we introduce them to the text of Alexander's letter: "*Alexander wishes welfare to Aristotle. You did wrong when made the information supposed for oral teaching only, public. How will we be different from other people if this very knowledge we were brought up with become the public domain? I'd like to dominate over others not only in power but also in the knowledge of moral matters. Behealthy.*" (Bases of pedagogical rhetoric, 2000, pp. 4-5). To get the students' more effective sense perception of the last phrase in the text we suggest the students to imagine themselves as if they're the speaker. Later the teacher by means of the same methodical technique suggests to the bachelors to imagine themselves in the role of Aristotle: (What would you answer to such a letter from Alexander if you were Aristotle?" The workshop participants are invited to take part in the polylogue: theysuggest different variants of possible Aristotle's answers, which could have persuaded Alexander, they argue and support their opinions. This way the teacher organizes a deep sense perception of the text, activating the students' mechanism of anticipation.

Then we're reading Aristotle's letter: "*You wrote to me about your reading expressing the opinion that they should have kept in secret. Do know that they can be called both published and unpublished because only those who listened to us can understand them. Be healthy, Alexander, the King!*" (Bases of pedagogical rhetoric, 2000, p. 5).

The next step of this stage of the methodical workshop is characterizing the components of speech situation, given in these texts. When working with the text the students are learning to select composite parts which gradually realize the author's speech intention and at the same time are connected linearly and hierarchically (Wierzbiska, 1991). These composite parts serve as the text analyses units.

Defining the intellectual, speech, psychological peculiarities of the addresser, reflected in his text activity (educated, conceited, having a high level of speech culture-these summary can be proven: the subject matter is chosen from the high sphere (the role of knowledge in a person's life), he uses complicated lexics ('wishes', 'welfare', 'making public'), complex syntactic constructions etc.). The participants are submerging into the text, interpret it-thus completing the first stage of professional text activity-sense perception of the initial text. Students' text activity devoted to the perception of the second text is organized according to the same principle: speech situation components analyses. It turns out that the text author is a rhetorically educated person (the first sentence of the response letter seems to summarize the whole content of Alexander's letter). This behavior is typical of a person who wants to show that he understands the partner perfectly well and he's attentive to his words. His speech level is very high, though the words, used by Aristotle in the text, don't have the dictionary litter 'elated' like they do in Alexander Macedonian's letter. The students think of this paradox and come to the conclusion that even in the real everyday speech the simpler the person expresses himself the clearer his texts are-and the other way round-the more intricate the speech is the more vague it sounds. It turns out that speaking in a simple and clear way is the top stage of a person's culture.

What is interesting in the results of sense text perception as a type of text activity is the organization of students defining the communicants' social roles: do the communicative partners have equal roles in the first and in the second texts (who is writing: a student to the teacher or the king to the servant? Who is the author of the second text: the teacher or the servant?). Only the close attention to the text, its language peculiarities allows the future teachers of the Russian language and history to find the correct answers: the student can't evaluate his teacher's activity-it means that the author of the first letter is the king; nevertheless, the teacher continues to each his student using a special grammar form, typical of the teacher's speech only-the imperative verb mood ('*Do know that they're both published and unpublished…*).

That is how the work was organized to enhance the communicative competence of future teachers by means of a methodical workshop basing on the interpretation of professionally oriented texts in the process of studying polylogue.

6. Conclusion

The communicative competence is admitted nowadays to be one of the basic characteristics of the professional competence and professional training of specialists in the 'human-human' sphere. This explains the research and methodic interest of the article authors to the choice of most productive ways of working at the above-mentioned generally cultural, professional and special bachelor's competences (training code 050100 "Pedagogical

education", training profile "Russian language and Literature" and "Russian language. History". Taking into account the correlation of these competences, their development systematic nature at the basic disciplines and optional courses classes, using interactive methods and educational forms provide the necessary in the modern society quality of a future philologist-teacher professional communicative training.

Having specified the place and peculiarities of communicative competence in the sphere of social constants in the pedagogical activities range, the authors of the paper conclude that it has a determinant status among professional competences of the future teacher.

Characterizing the methodical workshop as an educational technology and the form of classes organization we're exploring its interactive potential concerning the enhancement of effectiveness of bachelors' communicative competence at the innovative pedagogical university. By inviting each of the described methodical workshop participants to develop independently and to add the knowledge about the specifics of a speech situation and about the possibility to discover its components in a certain text through the critical attitude to the previous knowledge and to the new information, to solve the educational problems independently-we got the following essential educational result: fixation of the participants' communicative competence level increase obvious through the students' conscious producing text generalization and their formation of the ability to transfer the obtained knowledge and skills to other studying situations and to use them reasonably and appropriately.

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