

ОСВІТА У ФІЛОСОФСЬКО-АНТРОПОЛОГІЧНИХ РЕФЛЕКСІЯХ

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TEACHING SOCIO-CULTURAL COMMUNICATION IN MODERN EDUCATION

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The need to address the above problem arises from the fact that university foreign language education tradition has not developed any theory based and experimentally confirmed algorithm aimed at teaching socio-cultural communication, although the standards of the students' level of proficiency in oral and written communication in a foreign language are constantly increasing. The research is intended to determine the connection between using modern educational technologies for teaching students how to communicate in the form of a monologue in a foreign language and developing their cognitive interest. The research applies the personality-centered and the culture-centered approaches which allow to present current branches in pedagogy which study and develop effective means and ways of achieving the goals of education. The article deals with peculiar characteristics and methods of teaching socio-cultural communication in the form of a monologue. It also investigates the problem of using the project technology and the collaboration technology and establishes a close relationship between modern educational technologies for teaching socio-cultural communication in the form of a monologue to students and developing their cognitive interest in the process of learning a foreign language. The article can be of interest to specialists who train student teachers of foreign languages, as well as to those who intend to raise their level of proficiency in teaching a first and a second foreign languages.

Key words:

socio-cultural communication; approach; cognitive interest; projects; collaboration technology.

Анотація:

Баранцова Ірина. Навчання соціокультурної комунікації в сучасній освіті.

Необхідність розв'язання окресленої проблеми зумовлена тим, що в традиційному навчанні іноземних мов не розроблено жодної теорії та експериментально підтвердженого алгоритму, спрямованого на навчання соціокультурного спілкування, хоча рівні стандарту усного та письмового спілкування іноземною мовою, якими мають володіти студенти, постійно підвищуються. Метою проведеного дослідження було визначення зв'язку між використанням сучасних освітніх технологій для навчання студентів спілкування у формі монологу іноземною мовою та розвитком їхнього пізнавального інтересу. У роботі використано особистісно орієнтований і культурно орієнтований підходи, що дають уявлення про сучасні галузі педагогіки, які вивчають та розробляють ефективні засоби та шляхи досягнення цілей освіти. Розглянуто також своєрідні характеристики та методи навчання соціокультурної комунікації у формі монологу. Досліджено і проблему застосування проектної технології та технології співпраці в процесі навчання іноземної мови. Стаття може зацікавити фахівців, які готують студентів – майбутніх викладачів іноземних мов, а також тих, хто має намір підвищити рівень свого знання першої та другої іноземних мов.

Ключові слова:

соціокультурна комунікація; підхід; когнітивний інтерес; проект; технологія співпраці.

Анотация:

Баранцова Ирина. Обучение социокультурной коммуникации в современном образовании.

Необходимость решения данной проблемы обусловлена тем, что в традиционном обучении иностранным языкам не разработано ни одной теории и экспериментально подтвержденного алгоритма, направленного на обучение социокультурному общению, хотя уровни стандарта устного и письменного общения на иностранном языке, которыми должны владеть студенты, постоянно повышаются. Целью исследования является определение связи между использованием современных образовательных технологий для обучения студентов общению в форме монолога на иностранном языке и развитием их познавательного интереса. В статье использованы личностно ориентированный и культурно ориентированный подходы, позволяющие представить современные области педагогики, которые изучают и разрабатывают эффективные средства и пути достижения целей образования. Рассмотрены также своеобразные характеристики и методы обучения социокультурной коммуникации в форме монолога. Исследована и проблема использования проектной технологии и технологии сотрудничества в процессе обучения иностранному языку. Статья может заинтересовать специалистов, которые готовят студентов – будущих преподавателей иностранных языков, а также тех, кто намерен повысить уровень своего знания первого и второго иностранных языков.

Ключевые слова:

социокультурная коммуникация; подход; когнитивный интерес; проект; технология сотрудничества.

Setting of the problem. A special branch of pedagogy is concerned with technologization of the process of teaching a foreign language. It studies and formulates laws and principles, finds effective ways and means of achieving goals of education on the basis of the technological approach to the pupils' education and personal growth by means of a foreign language [20]. Pupils gain and maintain their

competence in foreign language communication thanks to the teacher's taking a combination of approaches. Therefore, there arises the need to develop not only educational systems and resources, but also new educational technologies [21] which would involve generating students' cognitive interest.

Due to the contextual character of communication the monologue must satisfy special requirements: it

must be understood “in itself”. Coherence and completeness are the most important qualities of the monologue which conform to its contextual character [16].

The monologue is always marked by the speaker’s communicative aims and intention. Communicativity is the key factor that ensures adequacy of communication on the logico-semantic level. The monologue is characterized by directedness to the addressee and by emotional colouring which are externally expressed in linguistic features, as well as in structure and composition. Improving speech, which is an instrument of cognition and thinking, plays a crucial role in raising a well-rounded personality, and it is especially true about improving foreign language communication in the form of a monologue in order to master the language, which is closely connected with generating cognitive interest.

The above testifies that there is an important connection between modern educational technologies aimed at teaching students how to communicate in the form of a monologue and developing their cognitive interest, and this connection is the necessary precondition for successful mastering a foreign language. Thus, the logic of our reasoning in this article is determined by the following goals:

- to discuss characteristic features and ways of teaching communication in the form of a monologue;
- to deal with the problem of using the project technology and the collaboration technology in teaching communication in the form of a monologue to students;
- to describe the algorithm of studying and generating students’ cognitive interest while teaching them a foreign language, as well as the effect that cognitive interest has on improving communication in the form of a monologue.

The concept of teaching communication in the form of a monologue takes a remarkable place in specialized literature. At present, there is an established tradition of teaching sociocultural communication in the form of a monologue. Both in Ukraine and abroad there has been a steady output of research on the structure of teaching communication, on general theoretical issues of teaching communication in the form of a monologue, such as a linguistic description of the monologue [1], functional types of monologues [4, c. 2], and various other aspects of teaching foreign language communication in the form of a monologue at University [5; 13; 18; 20], developing a students’ personalized attitude to knowledge in teaching a foreign language [2, c. 24] and creating a system of exercises for teaching communication in the form of a monologue at school. Nevertheless, the problem of studying and describing the relationship between modern educational technologies of teaching

sociocultural communication in the form of a monologue to students, their effectiveness and the generation of students’ cognitive interest has been approached only recently.

The analysis of theoretical sources and practical experience shows that even today the problem of finding effective ways of teaching students how to communicate in the form of a monologue and generating their cognitive interest is paid little attention to. This allows us to formulate the hypothesis of the present research: the algorithm of teaching communication in the form of a monologue to students will be effective if the teacher takes into account their psychological characteristics, as well as the need to develop their cognitive interest, and uses modern educational technologies in teaching.

The main social goal of modern education is not only to give general education, but also to encourage students’ independent learning, to motivate them to delve deeply into a particular sphere of knowledge, to generate a genuine desire to learn, at the heart of which there lies cognitive interest.

The need for cognitive activity passes through several stages during a person’s life. Theoretically, they are more common to teenagers and adolescents. Cognitive interests usually become their major motive for learning. Cognitive interest shapes up during a person’s lifetime and grows into a character trait. However, it is necessary to systematically maintain and refine cognitive interest.

In a quickly developing society such subject as “A Foreign Language” is very important if the issue of cognitive interest is concerned. Contributing to generating and maintaining a students cognitive interest has become a goal of modern education. Learning foreign languages is no longer a pastime or a hobby; it has become an urgent need.

One of the main standards set for students is the ability to communicate in the form of a monologue. It is the goal and result of teaching sociocultural communication. According to the curriculum requirements, students must be able to communicate in standard social situations and discuss what they have heard, seen or read, responding with questions, exclamations, commands, invitations, expressing agreement or refusal, imparting information, asking for clarification, objecting to something, expanding on initial statement, specifying in order to share opinions. The tasks are formulated in such a way as to motivate students to think and speak independently. As a rule, students’ responses are fairly reasoned and of sufficient length. Alongside group discussions, students practice in producing individual utterances based on and related to the material which they have heard or read; these utterances are coherent, semantically unified and complete monologues.

Before producing a monologue in real-world communication, the speaker is well aware of their purpose and they do produce it only if they really want to elaborate on the subject or consider it necessary. The purpose of the monologue is determined by a communicative situation which, in its turn, is determined by the place, the time, the audience and a particular communicative intention. Everything is different in class. The situation has to be created, otherwise the most important feature of the monologue – its purposefulness – will disappear, and it is purposefulness that determines all the rest. In general, the monologue is characterized by the following features: purposefulness in accordance with the communicative intention, expressiveness, coherence, semantic unity, independence, continuity [6].

According to the curriculum requirements, a first year student must be able to produce monologues consisting of 12 to 15 sentences. At this stage, major attention is paid to the quality of the utterance. Lesson plans are created with the view to teaching specific kinds of the monologue which are frequently used in real-world communication. Particularly, they are a greeting speech, description, praise, characterization, reprimand, story, and lecture [12].

The Ukrainian tradition of teaching foreign languages distinguishes two major ways of developing communication skills: 1) «downwards»; 2) «upwards». The first way is supposed to develop communication skills on the basis of the familiar text. The second one involves developing communication skills without any text support, but solely on the basis of topics and problems being discussed. A high level of proficiency in communication in the form of a monologue may be achieved thanks to using modern educational technologies in teaching a foreign language, particularly, the project technology and the collaboration technology [3].

The project technology has recently been widely used in Ukrainian educational system. The term “project” means a complex of documents for producing the final result. Within the personality- and activity-centered and technological approaches to education, the project technology is supposed to teach students to think independently, to identify and solve problems making use of background knowledge from various fields, the ability to foresee the results and possible consequences of various decisions, the ability to establish cause-and-effect relationships [22].

Nowadays the skill in working with information has become of primary importance for specialists. The project technology gives the opportunity to consider the problem in detail and from different angles while making use of background knowledge from various fields, to turn the experience into the finished product thus demonstrating the train of thought and possible ways of problem-solving in the

process of analyzing a problem situation. The correlation between the problem and the practical realization of the achieved results of solving it makes the project technology so appealing to the educational system. The project may be individual, but more often and more effectively it is used in group work. As the project technology is a complex method, its realization involves using a number of other methods, such as learning in small groups, brainstorming, discussions, role plays, reflection and assessment. While working within the framework of the project technology, the teacher offers students a real-world problem situation. This situation may be related to various fields of knowledge. In order to find a solution, the student has to:

- find the information they lack for performing the given task;
- compare the obtained data to the information already learned;
- to draw logical conclusions, make generalizations, evaluate it;
- to apply the obtained knowledge for the discussion of the problem, editing it;
- to be able to present clear and reasoned arguments and the overall result of the work [19].

The term “collaboration” means a specific kind of cooperation between the teacher and the student or between students themselves which implies equality, partnership, and aims at achieving common goals. The basic principle that underlies collaboration is humane; therefore it is appealing and popular in education. In recent teaching practice, another variant of using this specific kind of cooperation has gained in popularity, namely “collaborative learning” or “collaborative learning in small groups”.

Nowadays the method of “collaborative learning in small groups” is represented by several technologically refined models, such as “Learning Together”, “Jigsaw”, “A Group Research Project”, “Exchanging alternative Opinions”, “Learning in Teams” etc. Each model is designed to achieve specific teaching goals and involves a certain interaction pattern and algorithm of working at the set task: a fixed sequence of work regimes – independent individual, pair work, small group work and also work with the whole class at certain stages [18].

The model “Learning Together” is used to organize doing students’ projects in a foreign language class and to fulfill creative tasks when each group is responsible for their own finished product. It is right to turn to this variant of collaboration while working with various information sources which deal with different aspects of one and the same phenomenon (for example, in different socio-cultural environments), and, consequently, socio-cultural knowledge and skills are acquired in this case [12].

The model “A Group Research Project” emphasizes students’ independent learning in small

groups. The students work individually or in groups of 6 members. Every group receives a sub-problem of a bigger problem. The members of the group conduct research into their problem or issue and then arrange group discussions which allow them to see everyone's contribution. Together, the students prepare a joint report based upon their individual contributions and deliver it in class. This model is fruitful in conducting research projects [8].

“Round Robin Brainstorming” is actually one of the variants of brainstorming which is intended for a small group. Brainstorming involves suggesting and developing ideas or ways of solving problems. Analyzing and evaluating are done at the final stage of “Round Robin Brainstorming”, and this stage takes place outside group work. The peculiarity of this variant of brainstorming is in the fact that it ensures everyone's participation, i.e. all members in turn suggest their idea or way. All these ideas are carefully recorded, the “secretary” is appointed to do this job. The time limit for performing a group task is 10 or 15 minutes. The model “Round Robin Brainstorming” is designed to stimulate students' creative work, their creativity, and also to improve their speech skills in teaching a foreign language [17].

There are a great number of various models of collaboration in small groups; among them there are models with a simple interaction pattern and complex ones. Models with a simple interaction pattern are part of complex models. Thus, there arises a detailed technological description of every step or stage of students' interaction in the process of their working side-by-side, of each stage of their performing the task.

It is very important that the process of first year students' doing a project should include the stage where they could assess and evaluate their own and their partners' contribution. It gives the opportunity to consider the causes of the group's and the individual's success or failure and draw correct conclusions to be used in future work. In order to succeed in using the project technology, it is necessary to take into account the fact that projects intended for teaching a language have features common to all projects, as well as specific features. Among the latter there are:

- using a foreign language in situations very similar to the conditions of real-world communication;
- emphasis on first year students' independent work (individual and in groups);
- selecting language material and speech patterns, types of tasks and their sequences in accordance with the project theme and goal [17].

With regard to this research, the project technology is viewed as a means of teaching communication in the form of a monologue and as a

means of generating senior secondary students' cognitive interest in a foreign language class.

For effective teaching communication in the form of a monologue with the help of modern educational technologies, it is necessary to characterize how first year students' cognitive interest influences their learning the skill of communicating in the form of a monologue in a foreign language class. The algorithm of studying and generating first year students' cognitive interest is a burning issue both for researchers and for teachers.

Cognitive interest is generated when the person engages in some activity. A major type of activity is learning activity, when knowledge and skills are acquired on a systematic basis and foundations of cognitive interest are laid, as well as new educational technologies are applied.

Among many methodological attempts to discover the existence and the direction of cognitive interest, various surveys have gained in popularity. The advantage of this method is in receiving mass material. Studying first year students' cognitive interest requires diagnosing, determining its age-related and individual lifestyle-related characteristics and the level of development of each student's interest, in order to aim pedagogic effort more precisely and securely. Interviews with teachers are of considerable help. The most important method of studying cognitive interest is monitoring. Monitoring as the method of studying cognitive interest requires knowledge of the markers of cognitive interest in communication (monologue). These markers of cognitive interest are shown in the following diagram (Figure 1):

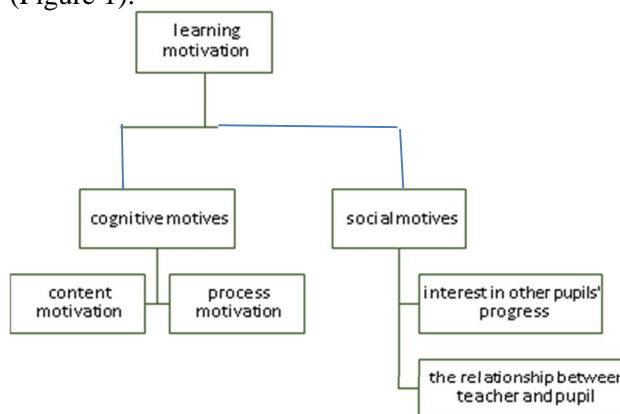


Figure 1. The markers of cognitive interest

While studying the ability of the teaching process to stimulate cognitive interest, one cannot fail to notice the positive influence of communication, of being interested in other students' progress upon generating interest. In teaching there takes place stimulation of three kinds of students' cognitive interest:

- the first one springing from the content of the teaching materials,

– the second one being generated in the process of organizing the student's learning activity with the help of modern educational technologies,

– the third one is based on the relationships which develops between the students, and also between the teacher and the students.

Another source that nourishes students' cognitive interest in teaching them communication in the form of a monologue is the students' cognitive activity itself. Active and independent work evokes a different shade of feeling in the student, namely the following:

– awareness about their own progress and personal growth;

– pleasure arising from the process of cognitive activity;

– the feeling of success;

– dignity;

– various emotional experiences of the members of the class in achieving their common goal [8].

As a general marker of cognitive interest we should name the students' involvement: raised hands indicating their willingness to be called to the board, the character of their answers, their making remarks from their places, adequate emotional reactions, unflagging attention while doing independent work, successful results of class work. The general marker of cognitive interest enables us to identify markers for the levels of cognitive process which may characterize its intensity and stability:

1) identifying cause-and-effect relationships, rules and laws by the students themselves;

2) the students' independence in arriving at conclusions and making generalizations;

3) the students' questions;

4) the students' willingness to exchange with the teacher and their classmates interesting information and scientific data collected outside class;

5) the students' voluntary participation in analyzing, correcting and completing their classmates' answers;

6) the students' reacting to the bell as a marker of an interesting or a dull class.

The teacher's aim is to construct classes in teaching communication in the form of a monologue with the help of modern educational technologies in such a way as to contribute to generating first year students' cognitive interest for a foreign language.

In the present research we used:

– studies on mastering oral speech [1; 6; 8; 17];

– works on modern educational technologies in teaching [2; 9; 14; 20; 21; 22];

– works on problems of teaching communication in the form of a monologue [5; 7; 18].

Nevertheless, in previous research no attention was paid to the purposeful study of the relationship between modern educational technologies of

teaching communication in the form of a monologue to first year students and generating students' cognitive interest, which has become a burning issue since oral communication was introduced as part of the Unified State Examination. We must mention that teaching communication in the form of a monologue to first year students with the help of modern educational technologies is a difficult task since students experience greatest difficulty in mastering it and it requires much time and effort both from the teacher and from students themselves. On this way, the project technology and the collaboration technology, which represent a new trend in teaching foreign languages, are extensively used. This specific trend, or branch, in pedagogy deals with technologization of the process of teaching a foreign language. This branch studies and discovers laws and principles, satisfactory ways and means of effectively achieving goals of education on the basis of the technological approach and the personality-and-activity-centered approach to students' education and personal development by means of a foreign language they study.

While analyzing the impact of teaching communication in the form of a monologue upon the student's cognitive interest, we should identify two sources of generating cognitive interest: the content of the teaching materials and the process of learning itself which is in fact the process of organizing students' cognitive activity. In its turn, important markers of cognitive interest in communication (monologue) are learning motivation, cognitive and social motives, interest in other students' progress and the student-teacher relationship; in teaching, three kinds of students' cognitive interest are stimulated, among which there is organization of first year students' learning activity which also includes modern educational technologies.

Using the algorithms and models of modern educational technologies improves the level of first year students' performance and leads to generating interest for the language they study.

Conclusion. Using modern educational technologies (the project technology and the collaboration technology) helps students in mastering communication in the form of a monologue. The person-and-activity-centered approach and the technological approach assist in making the process of generating students' cognitive interest effective. Learning activity is students' major type of activity during which, if students gain knowledge systematically, the foundations of cognitive interest are laid. The markers of cognitive interest are learning motivation, cognitive and social motives. The pleasure arising from the process of cognition, the feeling of success, the awareness about personal growth are sources that nourish cognitive interest in

the process of communication in the form of a monologue to first year students.

The practical importance of the research lies in the fact that the results can be used in training student

teachers of foreign languages, as well as in raising teachers' level of proficiency in teaching a first and a second foreign languages.

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