Communicatively Developing Technology of Speech Activation of Tatar Schools` Teachers

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The timeliness of the problem under study is that in conditions of the renewal of the content and system of education the interest to the communicative and development potentials of education in the system of course retraining of teachers who work in national (Tatar) schools is growing. However, actual academic complexes for teachers do not always express the idea of communicatively developing education as a technology, didactic system or model. In the article the model of communicatively developing technology of learning is presented. The technology contains the humanitarian potential and speech activating technologies. The main method used in the study was the pedagogic experiment which permitted us to conduct the experimental verification of communicatively developing approaches in teaching, providing certain level of coherent speech. The results of the experimental work proved that the use of communicatively developing methods in course retraining allows to improve the quality of teacher`s coherent speech. The main results of the study are: the content development of the communicatively developing program of Russian coherent speech for teachers attending extension courses, and also the structure and content definition of diagnostic studies of Tatar schools teachers` coherent speech. The article materials may be used on extension courses for teachers and in the system of university studies for future teaches.

Keywords: teachers, education, communication, technology, oral activity, coherent speech, system of course retraining of Tatar schools` teachers

INTRODUCTION

Timeliness of the problem

Many courses on psychology, didactics, and methods in the system of advanced training are held on Russian language and demand good linguistic and communicative competence (Khutorskoy, 2003). However, many trainees of the Institution of Advanced Training (hereafter IAT) do not dominate Russian language on the necessary level. Therefore, the understanding of the lecturer`s speech is made

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doi: 10.12973/ijese.2016.316a

difficult. It is not a secret that for this category of teachers (teachers of Tatar village schools) in particular numerous language mistakes are common.

Explore Importance of the Problem

In this regard, the problem of didactic (communicatively developing) educational system as a system oriented on the development of processual (intellectual, cogitative, speech, etc.) qualities of the teacher`s personality becomes important (Lifintseva, 2000). However, actual academic complexes for teachers do not always express the idea of communicatively developing education as a technology, didactic system or model.

The serious contradiction between the growing demand in communicative personality of a teacher perfectly dominating Russian language and the absence of the appropriate didactic system of speech activation and development has arisen.

Therefore, the timeliness of the problem is due to the fact that many problems in pedagogic science and practice have not been solved yet. Among them: modeling of the content of communicatively developing education as a technologic system; determination of the criterions for the evaluation of teacher`s speech main characteristics; development of the didactic material for the teacher`s oral activity activation.

Peculiarities of the academic work in the IAT system

It is known that academic work in IAT system plays determining role. We consider the theoretical basis of this work in accordance with modern understanding of aims of the academic work, structure of the learning teachers` work, development of devices for understanding of methodic knowledge, theory of gradual forming of mental efforts, language environment, modeling as an educational device and action. In the system of advanced training the goal connected with simple acquisition of philosophic, psychological and pedagogic, methodic knowledge, subject and intersubject knowledge, cannot be programmed and is not proved by certain results in pedagogic activity of a teacher. Therefore we consider important the goal aimed to form professional literate speech of teachers with the help of subjective and discourse knowledge (Averchenko, 1999). Self-development of teacher`s personality appears on the basis of self-movement – spontaneous, self-active change of any system under the influence of external conditions and changing environment. The influence of external conditions on the concrete self-moving system is through its separate elements. Self-development – a type of self-movement – appears in the place where sporadically appearing or directed changes leading to the transformation of elements are accumulated and complicated as the result of the change in their functions. The influence of external factors on the self-moving system is much greater if it is less self-organized. Well self-organized system has more freedom. The increase of self-organization level strengthens the independence of the system; the role of inner sources for accommodation to the environmental changes grows. The system obtains great stability, self-regulating mechanisms which use cultural norms and examples start working. The self-knowledge includes self-analysis, self-reflection, necessity of consideration of the behavior, self-observation, constant correction of self-representation on the basis of conscience, self-perception, self-esteem, autocriticism, understanding of self-value and self-containment – all this determines the culture of self-communication. In this case the change of educational activity from the complex of mechanic operations for understanding of absolute knowledge to the creative intellectual activity of trainees acquires special value (Koletvinova, 2015). Functions of the participants in pedagogic communication can vary: the trainer can be an instructor or an expert

and trainees – competing participants of the educational process and communicative activity. The theory of internalization reflects the multistage process of transition from external, practical activity to the internal, mental one. To form actions with set characteristics it is necessary to program the process of academic work taking into account all these phases. Here is one of patterns: 1) lection – the phase of prior acquaintance with the aim of the action: 2) practicum – the phase of pattern composition approximate base of action; 3) seminar – the phase of action execution in material and materialized form; 4) lesson modeling – the phase of forming the action as produced speech; 5) examination – the phase of speech presentation; 6) giving the lesson – the phase of action execution in intellectual plain.

MATERIALS AND METHODS

Research tasks

In the study the following tasks were resolved: 1) to analyze the IAT academic work in the context of the trainees speech activity; 2) to determine the structure and content of the diagnostic research of Tatar schools teachers` speech dominium level; 3) to develop the content of communicatively developing teaching of Russian speech for the trainees in IAT; 4) to hold the experimental verification of communicatively developing approaches in education providing certain level of speech dominium.

Theoretic and empiric methods

To check the hypothesis, the complex of various mutually reinforcing methods was used:

1.   Theoretic analysis of philosophic, pedagogic, psychological, methodic and linguistic literature on this problem under research.

2.   Pedagogic control, study, analysis, accumulation of teachers and supervisors` work experience in the system of academic training.

3.   Study the Tatar schools teachers` dominium of Russian literate speech and common linguistic culture.

4.   Forming experiment conducted for the actualization and development of linguistic activity on Russian among teachers.

1.1. Base of the research

Approbation of the study was held on the courses of advanced studies among workers in education of Kazan, Bugulma, Nizhnekamsk, Zelenodolsk, rural districts of the Tatarstan Republic.

1.2. Investigation phases

The research had 3 phases:

The first phase consisted of theoretic understanding and analysis of the Russian speech activity actualization problem among teachers of Tatar schools.

The second phase was connected with the realization of experimental works, program and textbook development for IAT courses trainees.

The third phase included development and approbation of the communicatively developing technology on the courses.

Evaluation criteria

The efficiency evaluation of the communicatively developing approaches on the courses of advanced studies for teachers was held according to further criteria:

- The level of the teachers` coherent speech (inter phrase connection (IPC), structural and semantic speech organization, stylistic differentiation of speech, etc.);

- The level of proficiency – as the index of the quality of professional qualifications.

Course and description of the experiment

The study of the coherent speech dominium level compiled the present experiment. In total 600 monologue utterances of teachers were analyzed. The analysis was conducted on 3 levels: 1) inter phrase connection (IPC), 2) structural and semantic speech organization; 3) stylistic differentiation of speech. Teachers were asked to make utterances on different themes. 70% of trainees committed from 1 to 4 mistakes. Tha analysis of the mistakes allows us to draw a conclusion that on practical classes on Russian language in IAT system it is necessary to pay special attention not only to pronouncing culture, but also to the systematic work on the text (report of oral speech), to form the ability of eliciting notional parts of the utterance, to build the correct constructional scheme of such parts in accordance with their functional types.

On the forming phase of the experiment the didactic system of the communicatively developing education was realized through the technologies of communicative core formation, the integration of the humanitarian education content, the unity of individual and group educational forms; strategies and tactics of the communicatively developing education technology realization were determined by the results of pedagogic monitoring.

The technology of communicatively developing type is assigned as the algorithm of reflexive activity of two subjects in educational process (trainer and trainee). The algorithm is designed to the development of knowledge, the development of the trainee`s personality processual qualities, the activation of creative (aral) independence. The technology is built on such psychological and methodology principles as: the unity of conscious and unconscious in understanding of the educational space and procedures of its realization in every-day activity ("it is interesting!"); successive formation of the communicative core through the system of impetus motivating for speech realization of personal idea about actions taking place on the lesson ("my opinion!"); maintaining of the high-level difficulty in operations of the material algorithmic synthesis ("it is clear!"); creation of the pedagogic communication equality in which the trainer and trainees have equal functions in dialogue interaction allowing to lead the trainees from the position of the educated object to the position of active subject self-education ("I have done it myself!"); formation of nature-aligned self-educational system in which everyone goes to his (usually invented) image (ideal) of the teacher ("I also can, I am talented!").

The group form of work on the orthoepic practicum is better than frontal in provision of the trainees individual peculiarities` recordings, grants greater opportunities for collective cognitive activity. In coordination of subjects the scope of high psychological infection and charge is created. The activity of one is the impetus for the activity of the other (Gromova, 2014). Emotional influence consists in the effect of the multiple mutual effort of cooperation between subjects. Besides, group activity, apart from the self-control, contains cross check and stimulation, develops personal self-esteem, realizes conscious activity, creates conditions for personality development.

There is the image of the listener in the ideal form on all the phases of speech formation: from the appearance of the intention and formulation of the theme and the goal. On the phase of the communication, in the moment of speech, all qualities of the adressant (in this case of the teacher): the firm knowledge of the subject, author`s position, ability of building logic speech, clear and precise expression of the idea, interest of the recipient – are expressed in psychological arrangement –

orientation of the speaker on the communication with the audience, on the persuasion of the listeners. At the same time, the influence of the adressant is not absolute (Sokolov, 2002). The teacher cannot influence of the student`s personality, forming intended responses randomly. The listener is a full participant of the communication, its subject, and not only its object on which the adressant`s influence is produced. Adressee`s response on the perceived information allowes the adressant to correct the prepared speech in the process of communication. We used pedagogic (communicatively developing) means of making contact; achievement of mutual understanding and organization of communication according to phases of public speech realization: 1. Preparation of communication while working on content, composition and language framing of the speech. 2. Dramatization (dialogization) of the speech. 3. Choice of linguistic means. 4. Pre-setting of the contact. 5. Organization of speech perception and communication. 6. Intonational variety of the speech. 7. Pauses.

As a part of the study several ways of the produced speech analysis were approved. Firstly, the analysis of its composition and content was held. If on the preliminary stage we only project, suppose our future speech, and now we can evaluate how successful it was. The speech material, its position is observed through the prism of the communication with given listeners. Secondly, attention should be paid to the perception of the speech by the addressee. In the process of speech production the addressant pointed peculiarities of making initial contact, the character of attention concentration, and main moments of the detraction. It is necessary to elicit the reasons of the detraction, find the weaknesses in construction and presentation of speech which led to it. The teacher should remember that all minuses in the listeners` behavior are mainly explained by his pedagogic and declamatory abilities (or lack of them). The reason of inefficient communication may be found in the breaking of public conversation laws by the addressant. Thirdly, the methods of making the contact with the listeners are analyzed. An important factor of the communication efficiency is the addressee`s reaction on the speech content and form. This reaction, in particular, is expressed in questions asked by the listeners. Their content shows how deeply and adequately the given information is perceived, and the form of the questions demonstrates the emotional perception of the speech, the level of creditability. During the evaluation of the communication efficiency the analysis of responses on questions and tasks provides quite valuable information. Such form of work is often applied in the process of pedagogic communication.

RESULTS

The model of communicatively developing technology of teachers` speech activation

As a part of the study the model of new technology in which function three different but interconnected methodic tactics was developed and experimented. The tactics are: 1. Orientation on primary language use as a mean of communication. 2. The main point of the attention is on the forms expressing intentions in dialogues, texts/discourses. Discussion control is applied, that means different types of texts/discourses which are simplified from the point of view of content and expressive means are taught. 3. Orientation on the system of means for construction of different types of the sentences. Structural control is used. Many drilling exercises for understanding and expressing of literal sentence meanings are provided. These points must appear on every stage of educational process. In such conditions expressive means (grammar, words, forms, text structures) are understood faster

and for long time when the trainees` attention is drawn not to them, but to their use in communication, what can be achieved by their means, happens, that a language as a means of communication is perceived on condition of intellectual and communicative activity. We think that the technology of education must be more successively determined be the peculiarities of common language system as a means of communication and mechanisms of perception/domination, proceed not only from the logic of dialogues, but also from various types of monologues. Then any new presented and drilled aspect will be coherent to the common content of the communicative competence. In the new technology the activity of learning and the activity of communication must be brought together to the maximum on the lesson must be a common subject and product of activity; positional places which determine the "position" and "relation" of each to the subject of activity and partners must be distributed between trainees of IAT; the complex of active interactions should exist between the participants; the trainer must be the facilitator of interpersonal communication, a role model, the group leader and a partner at the same time, the bearer of moral and ethical norms. The communicatively developing technology is mainly assigned to the teacher`s personal self-realization (Andreev, 2013), to the formation of teacher`s individual verbal behavior (Gabdulkhakov, 2014). Sometimes it is called the technology of individual communicative self-realization. The procedure of communicatively developing technology realization must include: 1. Case study of orthoepy and speech culture. 2. Case study – "communicative core" the analysis of texts and connected speech fragments. 3. Seminar-discussion ("rhetoric duel") on psychological and pedagogic themes. 4. Speech control (correction of IAT listeners` speech activity).

Structure and content of the diagnostic research among Tatar schools` teachers on their coherent speech domination level

The diagnostics of the coherent Russian speech domination level was held due to the following characteristics: correspondence of the utterance to norms of Russian pronunciation; correct inter phrase connection of the utterance; correct word-order in the sentence and text (actual division of the sentence or theme and rhyme structure of the utterance); structure of complex syntactic unity (beginning, body and ending); concentration of information in utterance (high or low); syntactic complexity of utterance; notional (terminological) complexity of utterance; logic coherence of sentences in utterance.

Let's explain the peculiarity of some characteristics` definition.

According to the research of ketensky psychologists, the concentration of information may be defined through correlation of main, notional information (information core) with repeated, explanatory information (developments of 1st and 2nd grade). This correspondence was proved mathematically:

Тko – level of information concentration;

К – amount of information cores;

А1 – amount of 1st grade developments;

А2 - amount of 2nd grade developments;

КВ – amount of the main information types.

$$Тko = \frac{\Sigma К + \Sigma А1 + 2\Sigma А2}{\Sigma КВ}$$

Upon that the amount of information types (КВ) almost equals the amount of information cores (К), because information does not exist without the core.

To define the level of information concentration first of all it was necessary to select sentences with information cores. During the selection of such sentences we based on structural peculiarities of microtext which consists of the beginning, body and ending.

On the next stage of the analysis we were to determine the amount of 1st grade developments and the amount of 2nd grade developments. During the selection we also took into account the structural peculiarities of microtext.

Between sentences may exist strong logic connection which makes sentences irreversible; weak logic connection which enables sentences to change their sequence; absence of logic linguistic connection which means that successive sentences combine irreferential notions; false logic connection.

Mathematically each of four logic connection types is marked as: BZ1 = 2 (strong logic connection); BZ2 = 1 (weak logic connection); BZ3 = 0 (absence of logic connection); BZ4 = - 1 (false logic connection). The grade of logic connection between sentences is expressed in the formula:

$$Tl = \frac{2BZ1 + BZ2 - BZ4}{V},$$

where Tl – grade of logic connection, V – number of sentences.

Notional level of sentence we found by the formula (Nestler, 1974). The formula is:

$$Tbn = \frac{100 \bullet \Sigma B \bullet \Sigma B1 + 2 \Sigma B2 + 3 \Sigma B3}{GWZ \qquad GWZ},$$

where Tbn - notional level of sentences;
GWZ – total amount of words in sentence;
B – total amount of notions;
B1 – general notions;
B2 - special notions made from colloquial;
B3 - almost unknown special notions of foreign origin.
Syntactic complexity of speech was found by the formula:

$$Tsk = \frac{1}{10} \bullet \frac{GWZ}{\Sigma S} \bullet \frac{GWZ}{\Sigma SA},$$

where Tsk - syntactic complexity;
S - sentence;
SA – part of sentence if it is complex;
GWZ – number of words in sentence.

In the course of analysis of experimental and control groups members` utterances diagnostic maps were created. Diagnostic map is a circle on 8 radiuses of which was marked the level of demonstration of one or another characteristic. Also positive dynamics of teachers` oral activity development may be observed in the table.

Table 1. Results of IAT courses trainees` oral activity analysis

The main characteristics of oral activity	Control groups (%)	Experimental groups (%)
1. Correspondence with pronunciation norms of Russian	50	75
2. Accuracy of inter phrase connection in utterance	30	72
3. Maintenance of correct word-order (theme and rheme structure)	45	78
4. Sufficient level of information concentration	46	48
5. Well-formation of complex syntactic unity	37	52
6. Syntactic complexity of utterance	28	46
7. Level of cognitive complexity of utterance	23	70
8. Logic connection of sentences in utterance	26	82

As we can see the result of intensive influence (during 2-3 weeks) on the IAT courses trainees` oral activity the quality of their speech improved greatly: pronunciation norms, as well as inter phrase connection, notional structure, syntactic complexity, information intensity, etc.

As a result, the diagnostics of IAT trainees` oral activity carried out in different years and in different conditions proved the appropriateness of chosen pedagogic

ways of speech activation and development among IAT trainees during their course work.

DISCUSSIONS

Practical activity of a teacher is connected with oral communication. In pedagogic communication key role is played by the effective mutual understanding and communication which a teacher should be able to plan and realize (Adolf, 1998). Modern philosophy broadens the idea of communication process as an interpersonal spiritual contact. Basing on the point of subject`s polymodality, scientists speak about the intersubjective character of communication, where subjects can be representatives of social or natural world. We think that the most synthetic classification of functions and forms of communication has been developed. These concepts were taken as the methodological framework of the research, because they allow to consider the author of speech as quasi-subject, and the speech as subjectified object of communication and use the oral activity as a means of language communications` development among trainees of IAT courses (teachers of Tatar schools). In perfection of any communication forms great role is played by correct use of modern methodological and technological means (Steinberg, 2002). However, the appliance of many traditional methodological strategies do not develop communicative (oral) abilities of IAT trainees (teachers of Tatar schools), but also slows them down. The separation from modern scientific and practical understanding of oral activity, unfamiliarity with its linguo-didactic basis – is one of the most important reasons of low efficiency of course work in IAT system. Taking into account this data the model of communicatively developing education has been worked out.

CONCLUSION

The developed model has following peculiarities:

1. It has a structure, as it is characterized by certain amount of interrelated components;

2. The given model has its relations amount of which may vary (relations between trainer and trainee, between trainees, between trainee and trainer, information connections with the external environment). These relations create processual base for further development and work of the model.

3. Dynamism and functionality are peculiar to the model. They are manifested in the transition from previous model components to the further ones in certain time interval. This observed time interval allows us to determine its dynamic process of the action.

4. The components which form the model have hierarchy, because the level of the Russian speech domain, as a component of teacher`s professional activity, is different and must increase y the top of the model.

5. The model of the teachers` oral activity educational process is controllable, it consists of 2 clusters: controlling and controlled.

6. The sequence of the conducted educational process is subordinated by the principles of pedagogical process.

The model is considered on the basis of activity, system-related and structural and person-centered approaches.

While creating of such model supposed that during its realization trainees would be prepared for prognostic activity and would be able to use the prognostic component in their professional activity.

The main means of realization were motivationally problem situations which contribute to the formation of the speech domain idea among trainees. Suggested

situations demanded forecasting of the educational process on the basis of teaching aims and educational and developing facilities of training material, difficulties in learning and in other activities, results of different methods and means of academic process, consequences of pedagogic decisions made by the trainer; predict personal and business qualities of trainees, their will, behavior, possible deviations in formation, etc. Highlighted means lead to the dialogue, discussions, maintenance of the listeners` attention to the given material, interest to the reading of special literature.

ACKNOWLEDGMENTS

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