

Methodological bases for development of linguo-communicative culture formation technology of pupils in the technological in technological gymnasium

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Abstract. The problems of selection and substantiation of theoretical grounds for creation of informative structure of linguo-communicative culture (LCC) are considered, as well as the selection of relevant procedures to measure the degree of formedness of each component to the benefit of development of LCC formation technology of the pupils in technological gymnasium. To solve the problem, how to determine the levels of LCC acquisition by the pupils of technological gymnasium, each level is provided with the verbal, i.e. qualitative characteristic, and the formalized numerical scale is created to measure the LCC numerically, with the intervals, each of which will be adequate to one or another level of acquisition of linguo-communicative culture.

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Introduction

The analysis of psychological-pedagogical literature and the existing practice of general secondary and specialized education shows, that the development of linguo-communicative culture shall be based on formation and development of each component, as well as the specific skills in the process of foreign language teaching. However, the model of informative structure of linguo-communicative culture (LCC) of pupils in technological gymnasium was undeveloped till present. Without this model, it is impossible to create the LL formation technology. This circumstance determined the problem, which lies in the necessity to form the informative structure of LCC of the pupils in technological gymnasium, and also to create the diagnostic complex to change the formedness degree of each component of this structure.

Main part

There are no doubts, that every pupil can have different degree of acquisition of linguo-communicative culture, i.e. the acquisition can be at different level. Thus, there is a problem to determine the levels of acquisition of this type of culture by the pupils of technological gymnasium.

In order to solve it, it is possible to use two approaches, as a minimum: 1) to provide each level with verbal, i.e. qualitative characteristics; 2) to create the formalized numerical scale to measure

LCC numerically, with the intervals, each of which will be adequate to one or another level of acquisition of linguo-communicative culture.

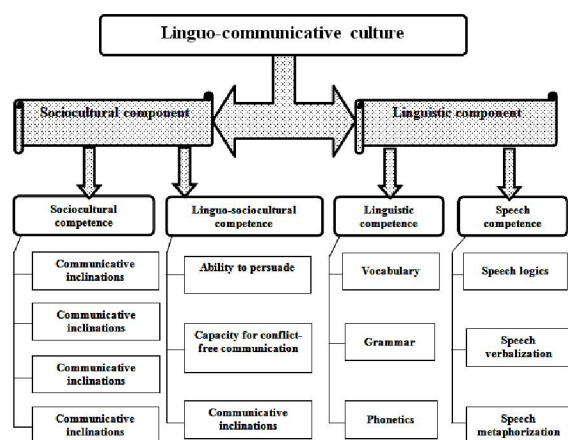


Figure 1. The structure of linguo-communicative culture of pupils in technological gymnasium

The first variant for solution of this problem does not provide an opportunity to transfer the qualitative characteristics into numerical form, and, as this approach is quite simple in usage, it does not allow carrying out the exact measurements of acquisition level of linguo-communicative culture. That is why, to get rid of this disadvantage, let us turn to the second variant for solution of this problem.

The following tasks were formulated to solve this problem:

- 1) to determine the component composition and structure of linguo-communicative culture;
- 2) to select the diagnostic tool for each component to measure the level of development of this component in each pupil;
- 3) based on combinations of numerical scales of all applied diagnostic tools, to create the interval scale to estimate the acquisition of linguo-communicative culture by the pupils at one or another level.

Carrying out the specific analytical-synthetic procedures and disregarding the number of complex-diagnosable components, the structure of linguo-communicative culture of pupils in technological gymnasium was developed; its graphic presentation is shown in Fig.1.

The Figure shows, that the linguo-communicative culture consists of two main components - sociocultural and linguistic. In its turn, the sociocultural component involves sociocultural and linguo-sociocultural competences, and the linguistic one involves the linguistic and speech competences.

Certainly, the suggested structure of linguo-communicative culture, as it is usual in such cases, we disregarded some components. Nevertheless, from our point of view, the obtained variable parameters are intended to reflect adequately such phenomenon, as "linguo-communicative culture" and use them effectively to the benefit of formation of the last.

To systematize the components of linguo-communicative culture and means to measure the formedness of each component, as well as for clearness, we developed a summary Table 1 "The components of linguo-communicative culture, procedures and scales for its measurement".

This table provides an opportunity to get the clear idea about:

- 1) one or another parameter of LCC;
- 2) procedure for its measurement;
- 3) measurement scale for this parameter;

As it follows from the Table 1, such components of cultural communication, as "The presence of affiliation" and "Empathic ability" are broken into two constituents. Thus, factually we have 15 variables, which are subject to measurement.

According to Table 1, per each of 15 parameters, the pupil can be referred to one of 5 levels of LCC formedness: 1) low, 2) below average; 3) average; 4) above average; 5) high.

To determine the maximum and minimum of the scale, according to which the resulting LCC level

will be measured, let us use the following reasoning [1]:

- 1) the resulting level of LCC is calculated as a sum of levels, determined per all 15 components;
- 2) the minimum of scale can be obtained, if the pupil, per each of 15 components, will be referred to the first (low) level: i.e. the sum of levels of the pupil will be determined as $1 \times 15 = 15$;
- 3) the maximum of scale can be determined, if the pupil, per each of 15 components, will be referred to the fifth (high) level. Namely, the sum of levels of the pupil will be determined as $5 \times 15 = 75$.

Then the scale to measure the resulting level of linguo-communicative culture of the test person will have the mark "15" as a minimum, and the mark "75" as a maximum. After that, as it was mentioned above, there were distinguished 5 levels of LCC formedness of the pupil, and, consequently, 5 intervals on the abovementioned scale. The result of this work is presented in the Table 2.

When selecting the diagnostic procedures, we proceeded from the orientation at maximum use of well-known and widely approved methods, supplementing them with our own methods to turn the qualitative indicators into quantitative.

Table 1. The components of linguo-communicative culture, procedures and scales for its measurement

LCC components	Procedure, author	Interval of estimation in points	Number of levels	Levels of manifestation of the LCC component (in points of existing scales)				
				low	below average	average	above average	high
1	2	3	4	5	6	7	8	9
1 Sociocultural component								
1.1 Sociocultural competence								
1. Communicative inclinations	COI - 2	1-5	5	0-1,0	1,1-2,0	2,1-3,0	3,1-4,0	4,1-5,0
2. Presence of affiliation -drive for acceptance	A. Melchirabian	0-180	5	0-36	37-72	73-108	109-144	144-180
-fear to get the gate		0-192		0-39	40-78	79-116	117-154	155-192
3. Communicative tolerance	V.V. Boyka	0-135		0-27	28-54	55-81	82-108	109-135
4. Control of emotions in the process of communication	Authoring	-5+5	5	-5+/-3,1	-3+/-1,1	-1+/-0,9	+1+/-2,9	+3+/-5
1.2 Linguo-sociocultural competence								
1. Ability to persuade the interlocutor	Authoring	-5+5	5	-5+/-3,1	-3+/-1,1	-1+/-0,9	+1+/-2,9	+3+/-5
2. Ability to conflict-free communication	K. Tomas	1-5*	5	1	2	3	4	5
3. Empathic ability -compassion	A.A. Magrabyan	0-21	5	0-4	5-8	9-14	15-18	19-21
-efficient empathy		0-21		0-4	5-8	9-14	15-18	19-21

2.Linguistic component								
2.1 Linguistic competence								
1.Vocabulary	Л.Тимченко	1-5	5	1	2	3	4	5
2.Grammar		1-5	5	1	2	3	4	5
3.Phonetics		1-5	5	1	2	3	4	5
2.2 Speech competence								
1.Speech logic	Authoring	-5→+5	5	0-2 3-1	3-1 1-1	1-1→0,9	+1→+2,9	8 +3→+5
2.Verbalization	DSSS	0-8	5	0-2	3-4	5-6	7	8
3.Metaphorization	DSSS	0-8	5	0-2	3-4	5-6	7	8

Notes:

* — To make the quantitative interpretation convenient, as well as the distribution of skills to choose the strategy of behavior in conflict, in accordance with 5 levels, we accepted the following rules:

1) to assign, based on the obtained data, as per the questionnaire of K. Tomas, the following points, when revealing the definite strategies of behavior in conflicts: *cooperation*

— 5 points; *compromise* — 4 points; *adaptation* — 3 points; *avoidance* — 2 points; *rivalry* — 1 point;

2) in case of getting the equal number of points in accordance with different scales of the questionnaire, the test person is assigned to that strategy of behavior, which provides him with the greater number of points.

As far as the well-known procedures, we used the following:

1) a procedure of determination of communicative and organizational inclinations (COI), developed by the Ukraine scientists under the guidance of B.A. Fedorishina. We used its modified variant COI-2 [2];

2) a procedure of A. Mekhrabiana [3], aimed at measurement of affiliation, under which it is understood as "a need to come into close contacts and to interact with the surrounding people. This questionnaire is meant for diagnostics of two motives, included to the structure of affiliation: *a drive for your acceptance* by other people (DA) and a fear to be ignored by other people (FI)" [3];

Table 2. Distribution of intervals per totality of gathered levels on the measurement scale for linguo-communicative culture

Level number and name	1	2	3	4	5
	low	below average	average	above average	high
Sum of levels	15-26	27-28	39-50	51-62	63-73

1) a procedure to measure the communicative tolerance by V.V. Boyko [3]. At that, the communicative tolerance is understood as the characteristics of the person's relation towards other people, showing the degree of acceptability of unpleasant or unacceptable, in his opinion, psychic states, qualities and deeds of partners in cooperation;

2) a procedure to reveal the empathy by A.A. Megrabayan [4], where the empathy is understood as an ability to join to emotional feelings of the other person, to sympathize him, to help him in necessary situation, to create the required emotional background, relevant to the partner's mood and specific situation;

3) a questionnaire to estimate the capacity for conflict-free communication by K. Tomas [5];

4) a procedure to measure the verbalization and metaphorization of speech, based on the diagnostics of signal system structure (DSSS) [6, 7, 8].

Apart from the abovementioned well-known procedures, there was also used an estimation procedure of vocabulary, grammar and pronunciation, when studying the English language, by I.I. Timchenko, defended by her in a thesis [9, 10].

Conclusion

The use of all abovementioned procedures did not allow us estimating all variables in the model of linguo-communicative culture. Thus, there is a need to develop the proper questionnaire for diagnostics: 1) general impression on verbal abilities of the pupil (speech correctness, precision and tempo); 2) an ability to control the emotions in the process of communication; 3) an ability to persuade the interlocutor; 4) speech consistency. At that, this questionnaire should allow transferring qualitative characteristics into quantitative, i.e. provide us with the opportunity to get the numerical value per each of the abovementioned parameters.

For this purpose, the scales for the questionnaire, which allows measuring the definite LCC components, were developed in such a way, that they have 10-point range with zero point in the middle. Besides, the scales were divided into several intervals with verbal marks. Such construction of scale allows stating the level of formedness of the definite LCC component, based on the verbal marks, and to create the definite gradation within the limits of one or another level, based on the numerical marks.

All suggested procedures in total measure the distinguished components of LCC, mentioned in the developed structure (see Fig.1). It provides an opportunity to speak about the creation of diagnostics complex to measure the development levels of linguo-communicative culture of the pupils in technological gymnasium [11].

Summary

1. As a result of the executed work, aimed at creation of formation technology of linguo-communicative culture of the pupils in technological gymnasium, the following tasks were solved: 1)

theoretical and methodological bases to develop the LCC formation technology of the pupils in technological gymnasium; 2) the levels of LCC formedness of the pupils were distinguished; 3) the diagnostic means for each level of LCC formedness were selected.

2. The developed informative LCC structure of the pupils in technological gymnasium is based on two main components - sociocultural and linguistic. In its turn, the sociocultural component has the sociocultural and linguo-sociocultural competences, and the linguistic - linguistic and speech competences. At that, in the suggested LCC structure we had to disregard some components. Nevertheless, the obtained variable parameters are intended to reflect adequately such phenomenon, as "linguo-communicative culture" and can be used effectively to the benefit of its formation.

3. The created diagnostic complex allows measuring the level of maturity of all components of the developed informative LCC structure. During its creation, there were used the well-known and widely approved methods, supplemented with their own diagnostic tools to turn the qualitative indicators into quantitative within the limits of 5 levels of the suggested scale: low, below average, average, above average, high.

All executed work provides an opportunity to start the development of LCC formation technology of the pupils in technological English language specialized gymnasium.

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