

ASPECTS IN FORMATTING PROFESSIONAL SPEECH CULTURE FOR RURAL CAREER DEVELOPMENT COURSES LISTENERS

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Abstract. The article is devoted to the problem of forming professional speech culture for listeners of rural career development courses and the ways of improving professional language skills as a vital quality for career growth. The aim of the research is to develop and implement new methods for increasing language skills of agricultural sector specialists. The object of the research is the process of professional language skills improvement at the career development courses. The research hypothesis is that professional speech culture improvement for agrarian specialists can be achieved, if there is a clear definition of basic characteristics of what is professional speech culture for listeners of rural career development courses. And also it is important to build the studying process according to the system of forming professional speech culture for listeners of rural career development courses. The system is supposed to be designed on the basis of the systems, cultural and integrative activity approaches. Moreover, it is necessary to clarify and implement that the set of pedagogical conditions promote effective functioning of the developed system. Furthermore, it is topical to develop theoretical and methodical aspects to determine the level of professional speech culture for the listeners of rural career development courses.

Keywords: professional speech culture, language skills, approaches, methodological provision.

Introduction

In the era of globalization, the issues of the effectiveness of career development for listeners of rural career development courses are especially topical, which is caused, on the one hand, by the need to focus on the high level of development of the agricultural sector system; on the other – the emergence of new state standards, according to which one of the main requirements is the mastery of future specialists in the basics of professional-verbal communication.

In the National Doctrine of Education in the Russian Federation until 2025 one of the priority goals proclaims the preparation of highly educated people and highly qualified specialists capable of professional growth and self-improvement.

However, the analysis of practice shows that the level of professional speech culture (PSC) of graduates of agricultural universities does not meet the requirements for personal characteristics of professionals in agrarian sector in the aspect of professional communication. Since communication skills are an integral part of the professional activity of a specialist – professional, one of the important tasks of rural career development courses is the formation of their professional-speech culture as a personal quality inherent in a professional in agrarian sector.

In the educational process of the agrarian universities in the Russian Federation, the discipline “Russian Language and Culture of Speech” is realized, the development of which promotes the formation of elementary foundations of the speech culture of future agrarian specialists: knowledge, skills and personal characteristics in the field of communication.

As we can see, the traditional content of this discipline does not have a professional orientation, does not take into account the specifics of the solution of the communicative tasks of the forthcoming professional agrarian activity. This necessitates a deeper study of the problem of the formation of the PSC of listeners of rural career development courses. To date, the scientific fund has accumulated experience that touches upon various aspects of this problem: the methodological and theoretical basis of the communication problem.

The methodological basis of the research is:

- the general scientific level – the system approach, which provides the possibility of analyzing the key concepts of research “professional and speech culture”;
- the specific scientific level – the culturological approach reflecting the need for realization training on the basis of the interrelation of the general, professional and speech culture and allowing to consider the formation of the PSC of agrarian specialists in the field of agriculture as an integral component of vocational training that ensures the realization of the cultural

function of the educational process, and also to determine the conditions for mastering and broadcasting by listeners a speech culture that ensures the success of professional activities;

- at the level of methodology and technique of research – integrative-activity approach, which allows to consider: professional and speech culture of specialists in agrarian sector as an integrative, professionally significant quality of personality, the integrity of which is ensured by interpenetration, interconnection and interdependence of functional (normative, professional, communicative and social-personal) and structural (cognitive and activity).

The projected system allows analyzing the degree of the goal achievement and assessing the role of the components in the process, represented in our article in the form of blocks: the first orientation-target unit integrates the orientation (systemic, cultural, integrative-activity methodological approaches acting as the scientific basis of functioning this system) and the target components – the orientation of this system to achieve a specific goal – achieving by listeners a higher level of professional and speech culture.

The aim of the article is to publish results of theoretical and empirical research, including evaluation results of formation professional and speech culture by the listeners of rural career development courses.

Materials and methods

The aspects of our theoretical research presented as the methodological basis for studying, evaluation and promotion of formation professional and speech culture by the listeners of rural career development courses. The authors of the article performed research at the rural career development courses in the Stavropol State Agrarian University.

The theoretical aspects of the research are the following:

- Determination of the formation professional and speech culture content [1-4];
- Organization of the learning process [5-7].

For determination of the formation professional and speech culture levels we use some educational approaches:

- content-activity – characterizes general pedagogical and specific principles (variability, integration and interdisciplinary coordination) and the main directions of the activities aimed at developing the structural and functional components of the PSK);
- organizational and technological – includes the selection and implementation of a set of methods, tools, forms, technologies of pedagogical interaction that ensure the formation of functional (normative, professional, communicative and social-personal) and structural (cognitive and activity) components of the PSC;
- analytical and evaluative – allows to identify the compliance of the achieved results of the goal, give an assessment of the actual level of the formed levels of the PSC, outline the ways of correction of the process under investigation in identifying shortcomings.

The implementation of the allocated blocks is focused on the implementation of targeted (educational, developmental), basic (communicative) and additional (compensatory and adaptive) functions that make up the content of the functional component of the PSC formation system for listeners of rural career development courses.

The formation of PSK of listeners in all groups was carried out in accordance with the proposed system, but various pedagogical conditions were tested in different groups.

The first condition – the systematization of knowledge, skills of listeners of rural career development courses in the field of the PSC on the basis of integration and coordination of the content of knowledge of various cycles (humanitarian, scientific, professional) – was tested in all three experimental groups (EG1, EG2 and EG3) and facilitated the realization of the target functions of the formation system of PSK listeners of rural career development courses – educational and developmental, and also provided the formation of cognitive, activity and regulatory components of the PRC.

The second condition (EG2, EG3) assumed the implementation of the integrated methodological support (IMS) for the formation of the PSC, represented by a set of banks (normative, methodological, information, technological and technical support, diagnostic materials, author's ideas, feedback): normative-methodological, educational-methodical, visual-methodical and other documentation.

The third pedagogical condition was checked in the experimental groups (EG1, EG3) contributed to the formation of the socio-personal component of the PSC listeners of rural career development courses and the implementation of additional functions of the system (adaptive and compensatory). The main areas of work included the implementation of various activities: educational work, contributing to the complex formation of skills to find information on the table of contents, directory and dictionary; express their thoughts, write competently; work with different sources of information; draw up reports (sections of the report) on the topic or its section (stage, task); skills to interact with the audience, to make a presentation at the conference, to represent, discuss and defend the results of their work, etc.

Comparison of the data obtained during the time of the forming experiment makes it possible to note that the changes in the experimental groups are more pronounced than in the control group.

Results and discussion

The effectiveness of the complex of pedagogical conditions for the functioning of the system for the formation of PSC of listeners of rural career development courses includes:

1. Systematization of listeners' knowledge and skills in the field of vocational and verbal culture, based on the integration and coordination of the content of disciplines of various cycles humanitarian, natural-science, professional);
2. Development and implementation of integrated methodological support for professional formation physicians as a systemic phenomenon through the allocation of functional (normative, professional, communicative and social-personal) and structural (cognitive and activity) components in the relationship and interdependence, and their content, which contributes to the expansion of the terminology field profiles.

The methodological foundations of the design of the system for the formation of the PSC of listeners on the general scientific (system approach), the specific scientific (culturological approach) and the technological (integrative-activity approach) levels of methodology are determined and justified, which provides scientific study of the problem posed and a holistic view of the studied object.

This allows us to analyze the process of formation PSC of listeners of rural career development courses as a holistic system phenomenon and contributes to the theory of professional training of agrarian specialists. Practical significance of the research is that the authors have developed a comprehensive methodological support of the process for listeners of rural career development courses.

The purpose of the ascertaining experiment was to determine the level of the PSC formed by the listeners of rural career development courses. The monitoring of the results was carried out based on criteria that correspond to the normative, professional-communicative and social-personal components of the PSC and reflect the cognitive and activity components of this quality.

Comparison of the data obtained during the time of the forming experiment makes it possible to note that the changes in the experimental groups are more pronounced than in the control group. Thus, the productive level of PSC increased in EG1 – by 21.8 %, in EG2 – by 21.4 %, and in EG3 – by 35.8 %. The number of listeners with an acceptable level of PSC decreased in all experimental groups, but in EG1 the decrease was 24.4 %, in EG2 29 – 4 % and in EG3 – 40.9 %. In general, the comparative characteristics of the formation of PSC of listeners at the final stage of the formative experiment are presented in Table I.

The statistical reliability of the study was verified using a criterion, which value in EG3 was 23.07 ($p \leq 0.01$), which is more than its critical value with a probability of 99 %, which confirms the validity of the hypothesis.

Table 1

**Characteristics of the PSC of listeners of rural career development courses
at the final stage of experimental work (%)**

Groups	Levels of formation PSC		
	Productive (high)	Reproductive (intermediate)	Acceptable (low)
CG	20.9	46.9	32.2
EG-1	30.8	51.3	17.9
EG-2	30.7	50.7	18.6
EG-3	43.6	48.7	7.7

Summarizing the results it should be noted that the objectives set in the study were solved and the hypothesis was confirmed.

Theoretical and practical materials indicate that the work done is a constructive solution to the problem. But the development of the processes in modernization of education, changing conditions cause further research in this area. The principles of problem and individualization allow course participants to develop creative approaches to various professional situations and skillfully apply the optimal forms and methods of implementing vocational and speech culture.

Conclusions

1. A clear definition of basic characteristics of what professional speech culture is for listeners of rural career development courses is given;
2. The system of forming professional speech culture at the rural career development courses in connection with the systems, cultural and integrative activity approaches is designed and tested;
3. The effectiveness of the set of pedagogical conditions for functioning of the developed system is clarified, proved and tested;
4. The methods and ways of clarifying the level of professional speech culture for listeners of rural career development courses are determined;
5. The methodological provision of forming professional speech culture for listeners of rural career development courses is developed.

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