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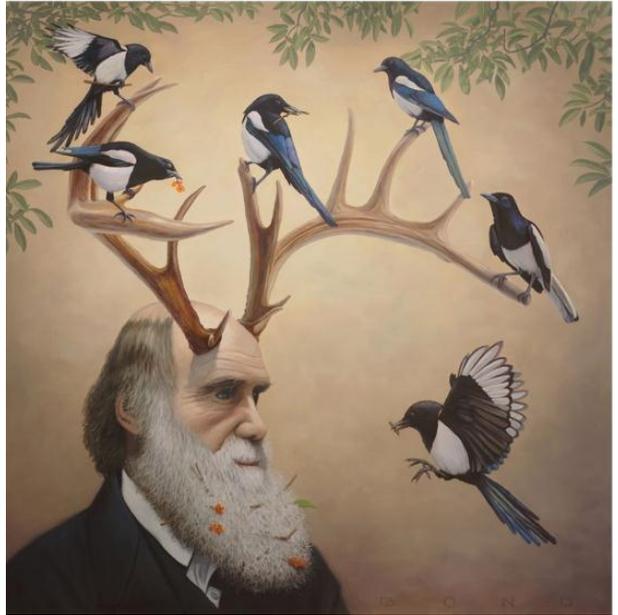
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# Foreign language communicative culture formation continuity in school-vocational school-university system

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## Abstract

The study aims to investigate the foreign language communicative culture formation continuity in school-vocational school-university system via pedagogical experiment, observation, conversation, survey, modeling, method of expert evaluations and method of mathematical statistics. As a result, vocabulary is sufficient for interpersonal communication in situations close to professional and intercultural interaction. In conclusion, the influence of individual pedagogical techniques varies depending on the goals and objectives of each stage of communicative culture formation at the English lessons.

**Keywords:** Continuity, Communicative, Culture, Traditional, Approach.

## La continuidad de la formación de la cultura comunicativa en lengua extranjera en el sistema escuela-vocacional, escuela-universidad

### Resumen

El estudio tiene como objetivo investigar la continuidad de la formación de la cultura comunicativa en un idioma extranjero en el sistema escuela-vocacional escuela-universidad a través de experimentos pedagógicos, observación, conversación, encuesta, modelado, método de evaluación experta y método de estadística matemática. Como resultado, el vocabulario es suficiente para la comunicación interpersonal en situaciones cercanas a la interacción profesional e intercultural. En conclusión, la influencia de las técnicas pedagógicas individuales varía según las metas y objetivos de cada etapa de la formación de la cultura comunicativa en las lecciones de inglés.

**Palabras clave:** continuidad, comunicación, cultura, tradicional, enfoque.

### 1. INTRODUCTION

In the Concept of Russian educational modernization, the continuity of communicative culture formation is stated to be important in the continuous educational system. It is based on communicative skills development of each member of society. In this regard, one of the most important aims of teaching a foreign language is to prepare learners with a high level of communicative culture to be ready for cultural, professional and personal communication. The need to form communicative culture at the English lessons in the system 'school - vocational school - university is not fully realized and is not unveiled in the pedagogical theory. Psycho -pedagogical maintenance

of the process does not correspond with modern tendencies in education. Pedagogical requirements of its realization are not worked out.

The analysis of literature on the research problem helps to identify the main determinants of communicative culture formation at English lessons in the system school - vocational school - university. However, analysis of psycho-pedagogical literature has shown that continuity of communicative culture formation at the English lessons realization is still not a field of especially, detailed research. It is not surprising that this assessment agenda with its published data, its targets based on national test results and teacher's assessment may depend on many internal and external factors (COBANOGLU, SERTEL & SARKAYA, 2018: NEOGI, CHAKRABORTY, CHATTERJEE & DEY, 2018).

## **2. METHODS**

The main methods of investigation are as follows:

-Theoretic - methodological analysis of scientific, philosophic, psycho-pedagogical, educational literature on a research topic; analysis, comparison and generalization of teachers' experience at schools, vocational schools, universities;

-Analysis and results from systematization of students' activities (creative work), pedagogical experiment, observation, conversation, survey, modeling, method of expert evaluations, method of mathematical statistics (REZAEI & NEMATI, 2017).

Reliability and validity of research results are ensured by reference to fundamental work on the issue by unity of empirical and theoretical methods corresponding with its subject matter, aims and objectives. It is also assured by the complex character of the pedagogical experiment using mathematical methods to get data experimentally and by sufficient representative excerpts with the authors' participation in experimental work (TERESO, RIBEIRO & CARDOSO, 2018).

### **3. RESULTS AND DISCUSSION**

In pedagogical theory, there are investigated issues of communicative culture formation at the English lessons in the system school - vocational school – university. Pedagogical and methodological aspects of communicative culture in teaching a foreign language are investigated by BIM (2002) etc. KADYROVA (2003) pay much attention to the research of communicative culture formation, culture of speech, including business language. Some aspects of continuity are worked out by KAGAN (1996), etc. The content of the continuity term in the system of secondary school - vocational school – university is revealed by (SMANCER,1991).

Some aspects of continuity in teaching a foreign language are worked out by SHMANOVA (2001), etc. Scientists consider that communicative culture formation is an important aspect of both secondary and professional schools and University at the English lessons. It requires certain requirements and techniques of communicative culture forming aimed at achieving good results of communicative communication at the English language lessons (BALLER, 1969; ANANEV, 1977).

The most important aspect of the modern educational paradigm is the realization of the continuity principle during teaching English. Other principles are the situational approach, individualization, professionalization, stage differentiation, level determination and cross-cultural integration. The basics of continuity communicative culture are the unity of cultural and professional education. The aspects of communicative culture, as a rule, are to be formed at school and then at professional school and later at University. The connection of foreign language with other subjects and practice keeps great interest in communicative culture formation and to the future profession. In the process of foreign language learning communicative system enables to organize teaching in the dialogue of cultures that reveals the forms of communicative interaction in interpersonal and professional relations (IBRAGIMOV, 2001; KAGAN, 1996).

The problem of communicative culture formation is one of the actual issues of modern society's development. AYDAROVA & VILDANOVA (2017) defines communication as a form of social-

communicative activity where verbal intercourse is a specific human interaction in a social community. Indeed, a communicative culture is an integrative person's quality, adequately regulating his/her socio-cultural and professional status. It determines professional growth and proper verbal interaction in everyday and professional situations (SMANCER, 1991). The problem in recent years is that teaching English has been more technical than professional, focused on the short-term implementation of Government priorities.

In particular, the current policy context of assessment seems to be one when Broad foot quotes assessment is a neutral measuring instrument which only requires further technical developments to make it more effective. The lack of support for resources to support teachers in their interpretation of level descriptions and their application of teacher assessment is not surprising in such a climate since the assumption is the solution is technical and not about professional learning and teacher collaboration (BIM, 2002). Communicative culture formation is carried out according to the following two factors:

- 1) Content and logic familiarization of educational subject foreign language;
- 2) Knowledge conformities developing teaching process.

The first factor determines the continuity of academic subject construction. The basic contents of academic subjects are realized in a sequence providing educational issue, in accordance with the stages of

communicative culture formation at the English language lessons in the system 'school - vocational school – university. The second factor shows the conformities to an educational continuous process. It requires didactic requirements to communicative culture formation at the English lessons. It is based on level situational communicative tasks and authentic assignments corresponding to the educational standards and meeting the requirements of forming communicative culture formation at the English lessons. Implementation of teaching principles regulates learners' communicative culture formation at every stage of educational process teaching. It is the means of setting the link between learning and practice with its aims at a person's professional development.

The process of communicative culture formation during foreign language teaching has its own characteristics at each stage of development. Quantitative changes of a set of communicative skills are transformed into qualitative indicators of communicative culture formation during developing from the previous level of teaching to the next one. The analysis of foreign language teaching in the system school - vocational school - university allows us to develop a structure of communicative culture formation at the English lessons in the system school – vocational school – university. Considering previously identified factors and the structure of communicative culture a model of communicative culture formation is worked out. It is based on the realization of different communicative situations and the principles of foreign language teaching technologies.

Experimental work was carried out on the basis of communicative techniques at the English lessons. The experiment included experimental and control groups. At school, the purpose was to start communicative skills formation and to help learners to be ready to develop communicative skills at a higher level. At vocational schools, a complex of methods and different techniques was used to form learners' communicative culture. The tasks are simple and primitive in English language lessons. At university didactic materials were introduced aimed at the realization of communicative situations of higher level. Thus, at a secondary school, communicative culture formation was identified as a stage forming the basic level of communicative skills and then developed at vocational school and university. The experiment included ascertaining and forming stages. Three levels of communicative culture formation were distinguished.

Level 1 (low) is characterized by the following criteria: Interactive criterion: low ability to perform most of the communicative tasks and verbal interaction, undeveloped communicative skills. Informative criterion: ambiguity, the uncertainty of presented information, a large number of communicative mistakes, the lack of consistency in statements, serious difficulties in expressing thoughts that prevent effective communication. The linguistic criteria: non-normative grammatical and phonetic statements, difficulties in communication, limited word stock and a great number of grammar mistakes.

Level 2 (Intermediate) is characterized by the following criteria: Interactive criteria: inability to respond quickly and flexibly, low ability to establish and get contact with an interlocutor, the lack of flexibility in speech. Informative criteria: communication tasks are solved, but with some difficulties, consistent and clear speech. Information is perceived adequately and accurately. Linguistic criteria: statements are constructed correctly, although in speech there are grammatical, lexical and phonetic mistakes. The vocabulary does not complicate the process of communication, but sometimes active vocabulary is not sufficient for thoughts expression.

Level 3 (high) is characterized by the highest criteria: Interactive criterion: speech is appropriate to the situation of communication. It has a positive influence on an interlocutor. The communicator can establish contact with an interlocutor easily. There is flexibility in communication. Informative criteria: successful solution of communicative tasks, distinct and precise statements, a logical and complete presentation of information. The linguistic criterion: vocabulary is sufficient for interpersonal communication in situations close to professional and intercultural interaction.

Statements are grammatically correct, phrases and sentences are built without any mistakes. Results of the experiment have shown the differences at each stage of communicative culture formation in control and experimental groups. These results are statistically significant. Consequently, identified and theoretically important pedagogical requirements influence effectively on the process of

continuity communicative culture formation at the University English lesson in the system school - vocational school – university.

#### **4. SUMMARY**

The experiment shows that the use of authentic – problematic situations affects the efficiency of the educational process at each stage of foreign language learning in the system school - vocational school - university. The members of communication solve real and communicative tasks of future professional activity. These tasks are of a problematic nature and stimulate an independent search for their solutions.

The research and experimental results conclude the following aspects. The basis of communicative culture formation at the University English lessons is communicative skills, acquired at school and being corrected at early stages at vocational school and university. A person, owning the basics of foreign language communication and ability to improve them, can continuously acquire and develop a communicative culture with the help of modern educational techniques. The principle of continuity performs a methodological function in relation to specific techniques of communicative culture formation. The issue of general concept continuity of the communicative culture formation in the system school - vocational school - university includes more restrictive requirements, which

constitute structural components of communicative culture formation and perform a regulatory function.

Continuity of communicative culture formation at the English lessons is based on a model of communicative culture formation consisting of targets, principles, and communicative techniques of the English language teaching. The process of foreign language teaching is based on the integration of the main foreign language teaching techniques: communicative technique, the technique Dialogue of Cultures and collaborative learning technique, providing successive communicative culture formation.

## **5. CONCLUSIONS**

During communicative culture formation the following aspects are taken into account: matching the content structure of foreign language teaching to the logic of continuity communicative culture formation at the English lessons, professionalization, specialization, pedagogical principles, the prospects of communicative culture formation in the process of foreign language teaching, based on level system of communicative tasks and authentic texts.

A set of educational techniques based on continuity principle and relevant objectives of the study has been developed. The experimental results have shown that the influence of individual pedagogical techniques varies depending on the goals and objectives of

each stage of communicative culture formation at the English lessons. Foreign language teaching is characterized by educational information, forms, methods, objectives, communicative activity and motives of learning the English language. Thus, the practical significance of the research is in developing a differentiated system based on situational communicative tasks aimed at increasing the level of communicative culture formation. Continuity principle is taken into account and the stages of their realization are defined.

There have been selected and systematized educational information aimed at continuity communicative culture formation at English lessons. The results can be used by teachers of foreign languages at schools, professional schools and universities to increase learners' level of the communicative culture at the English lessons in the system school - vocational school – university.

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