

COMMUNICATIVE SPACE OF MODERN EDUCATIONAL ORGANIZATION

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Abstract: The paper describes the stages of reforms taking place in social pedagogical knowledge and upgrade of the RF education system within the context of influence these processes have on the principal subjects of the educational space — teachers and students. The paper presents the authors' view on bringing into life the theory and practice of organizing the process of focused communication at educational organizations. The authors describe modern practical methods of teaching subjects, the conventional and the innovation ones. The integrated and interdisciplinary approach has enabled the authors to make a number of conclusions which are of practical importance for organizing the process of learning. The suggested paper makes its contribution to exploring the contemporary state of education.

Keywords: education, educational organization, communication technologies, communicative processes, communicative and activity-based approach, language competence.

1 Introduction

Education is one of the most significant social institutions; its basic function is to build up and develop individuals, perform social mandate, and ensure the quality of human potential (Akvazba et al., 2017).

At present, with the RF upgrading its modern system of education, the role of educational organizations as the decisive factor in fashioning individuals who adhere to morals of and are keen on working for the society becomes especially important (Akvazba et al., 2015; Akvazba & Medvedev, 2016; Federal Law "On Education in the Russian Federation", 2012).

The principal focus areas of Russian education are designed to meet the strategic objective: training the graduates of educational organization to be prepared for withstanding the fierce competition at the labor market (Akvazba et al., 2019).

It is language that is one of the most important tools for man to learn the world around him with (Weber, 1990).

The objective reality gets captured and structured in language, and the communicative reality is created by means of keeping it updated (Kuznetsova & Babaeva, 2018). It should be noted that the contemporary state language policy of the RF considers preservation and maintenance of the balanced linguistic situation to be one of the priority problems.

The social institution of education is intended to solve these issues. However, currently, many countries of the world experience a severe crisis in their systems of education (Chuprikova, 2003). So, at present, Russia's system of the contemporary engineering education witnesses two opposite trends: on the one hand, education gets de-humanitized, while on the other hand, employers need the applicants for engineering jobs to have an extensive humanitarian education.

2 Literature Review

The cultural and humanistic function of education consists in its performing the function of a tool for broadcasting culture, value-based behavior and communication (Akvazba, 2003).

The following can be referred to cultural and humanistic functions of educational organization:

1. It forms a special upbringing environment contributing to revealing one's creative individuality;
2. It creates conditions for one's self-development and revealing one's spiritual and moral potential;
3. It ensures opportunities for one's self-fulfillment;

4. It develops capacities and abilities of students enabling them to overcome trials of life.

One of the key problems of the present-day communicative space is to raise people's general communicative culture in the new conditions of the contemporary educational environment (Vikulova & Ghedgafova, 2018, p. 43).

The atmosphere of educational organization has to foster positive motivation of getting an education as a means for moral and ethical, cultural and historical, intellectual, worldview and professional development of personality.

Within the space of higher educational institutions, communication can be subdivided into the internal one (hierarchical, vertical, and formalized – between the subjects of education) and the interpersonal one (performed at the "horizontal" level) (Kuznetsova & Babaeva, 2018).

It is important to bear in mind that generation of a thought begins with singling out the thought object and ascribing a characteristic feature to it in terms of a certain tense and person. In linguistics, this is called predication (Yurchuk, 2004). Acquiring the predicative category is associated with mastering various types of linguistic knowledge. It is on grasping both the objective (content-related) and the operational constituents of linguistic knowledge that the development of linguistic thinking and formation of the linguistic intuition depend. A. N. Zhdan and M. M. Gochlerner (1972) refer the following knowledge to the objective predication knowledge capturing the content-related aspect of the predicative category:

1. modal and temporal correlation of sentences-utterances with the reality;
2. the formation of predicative syntagmas;
3. regularities of building sentences-utterances.

Meanwhile, they refer the following kinds of knowledge to the operational one:

1. the algorithm for identifying the modal and temporal correlation of the utterance with the reality;
2. identification of the sentence type according to its structural scheme;
3. methods for generating the predicated and predicating utterance components; the algorithm for building a sentence-utterance according to the set model.

Objective expression forms of students' knowledge are their skills manifested in various types of speech activity. However, it has to be borne in mind that abilities and skills are only a form for objectification of knowledge and they cannot be equated with knowing a language (Baranova, 2012; Suleimanova, 1996). Knowing a language implies making use of functions of the language in full. With regard to this, for example, when studying a second language, the abilities assessment problem becomes especially relevant, as they must be assessed proceeding from the efficiency of using them in actual communication.

The system of cultivating language competence, presenting language material at classes depends on the objectives and stages of learning. It implies a certain sequence of acquiring predicative means; in its turn, this is determined by the relevance and priority in terms of students' communicative needs and didactic expedience (Kozhemyakin, 2017).

It is frequently the case that learning according to the traditional technique results in acquiring the objective and some operational knowledge which finds its objectification in an ability to recognize grammar categories and perform linguistic actions. Meanwhile, it does not help build up the ability to freely use the absorbed knowledge in the speech communication practice for achieving one's own communicative objectives.

The communicative and activity-based approach employed in teaching language subjects allows learning real-life communication in the language under study, because in this case, it is the speech activity that is the object of training (Zakirova, 2001).

When acquiring a language, if studying foreign language is in question, one needs to learn grammar regularities first of all for the following:

1. to understand foreign speech correctly;
2. to build one's own utterances in a way that is relevant to the communication situation and the communicative task, which implies selecting the required grammar forms and structures.

The strategy of learning a language as a communication means determines the proportion of objective and operational knowledge. The linguistic concept of language category is formed by stepwise acquisition of its structural elements in their functional aspect. What is enabled first of all is the opportunity of expressing the speaker's speech intentions in particular communication situations (on certain topics), with correlation of the language situation with the temporal reality taken into account (Agmanova, 2002; Dridze, 1984; Chigisheva et al., 2016).

Reading, literacy, general cultural background, the ability of working with various texts are an essential condition of people's professional and sociocultural activity (Saiganova & Sklemenova, 2019, p. 366).

In cognitive structures, knowledge is captured as multiple associations, properties, and relationships of the reality as ways of obtaining and transiting from some data to the other, more abstract data, to generalized representations (Jakobson, 1996; Chigisheva, 2015).

The universal mind development vector – from the general to the particular, from the integral to parts, to its fractional elements, to global differentiation – is studied by N. I. Chuprikova (2003).

The current situation in upbringing the contemporary generation (this concerns especially the representatives of "borderline" subcultures) within the context of global issues of these times can be associated with the factor of orienting to the development of the morally healthy society. In its turn, this is related to identifying and eliminating any factors affecting recurrent crime and prevention of anti-social behavior (Akvazba et al., 2018).

3 Research Methodological Framework

The principal objective of this research was to characterize the process of focused pedagogical communication within the educational space of higher school.

The authors had the following tasks to complete: detailing the specific nature of communicative processes in the educational organization; describing the principal tools, efficient methods, techniques, means, and forms of creating and maintaining the enriching communicative environment in the educational organization.

The research object was the pedagogical discourse of the educational organization (namely, pedagogical space of Industrial University of Tyumen), its subject – communicative processes carried out in the educational environment.

The authors have opted for the qualitative methods of research: analyzing documents and interviews of the academic teaching staff. In the process of interviewing, they intended to compile the conceptual descriptive characteristic of the pedagogical environment or pedagogical discourse of the University, as well as to gain an idea about the communicative competency formation process as viewed by the teachers.

The authors have analyzed regulatory documents pursuant to which the educational process is performed at Industrial University of Tyumen (Federal State Educational Standards,

principal professional educational programs, working programs, control and measuring materials, curricula and schedules of the academic processes). They have scrutinized the experience of the academic teaching staff, too. The sample included 100 teachers ensuring the educational activity of configuring the so-called "communicative competency" in students of Industrial University of Tyumen: the full-time ones of the bachelor degree program of years 1-4 (specializing in "Oil and gas technology", "Construction", "Advertisement and public relations") and full-time ones of the master degree program of years 1-2 (training in the same focus areas as the bachelor degree students). The interviewed teachers worked both in the online format during the high-alert mode period within the RF (due to COVID-19) and in the conventional learning mode based on the educational organization at the present time.

4 Results and Discussion

According to the regulatory documents governing the activity of the educational organization, it completes the following pedagogical tasks in the process of fulfilling its cultural and humanistic function. First of all, individuals' inherent value are realized, and they are recognized as subjects of the academic and upbringing process. Next, the creative nature of activity, the necessity of students' self-revelation, self-development, and self-improvement is understood. Finally, the social humanitarian culture is developed in individuals as a set of qualities, namely, the unity of their internal moral essence and external behavioral expression, communicative subjectness.

Analysis of principal professional educational programs, working programs, control and measuring materials, curricula and schedules of the academic processes has shown that the University meets the requirements of the Federal State Educational Standards (Federal State Educational Standards) based on which the RF Ministry of Education and Science controls the activity of educational organizations.

When interviewed, the teachers characterized the pedagogical discourse of the educational organization and its capacities in carrying out communicative processes and forming the students' communicative competency as follows.

According to the teachers, it is goal-setting, the motivation constituent, a clearcut idea of the gradual and finite nature, results tracking down and assessment, attainability of goals, and the knowledge of principal theoretical provisions that are a necessary condition for the intellectual activity to be performed and the mental processes to function.

The teachers identify the following forms of interaction of subjects in the educational process according to the two principal characteristics: 1) ways of partners' interaction, the system of their mutual expectations; 2) new transforming mental structures which enable the students to keep their functional independence in conditions of mastering the new knowledge, modes of action, and the cooperation model interaction.

The teachers note that communicative abilities of the students vary, and they can be developed, just like communicative personality inclinations. One of conditions for the motivation of learning is creation of an enriching speech environment and the use thereof as an efficient tool for fashioning the students' professional culture.

According to all the questioned ones, social humanitarian subjects are required for cultivating the students' syncretic thinking, consistency, and the ability of using all kinds of communication.

The teachers note the following positive aspects of interdisciplinary relationships among the academic subjects. First, they shape an integral view of the world. They provide opportunities for self-fulfillment, self-expression, as well as for teachers' creativity. Alongside this, they contribute to establishing multicultural individuals. The said aspects boost the intellectual potential and image thinking, configure one's

cognitive interest, and build up the abilities of comparing, summarizing, and making conclusions. The interdisciplinary relationships make one's ideas about subjects more profound and expand one's outlook while also enhancing the motivation of learning. What they complete is not the numerous tasks but the tasks as a total. Finally, they broaden the teachers' "scope of vision" in teaching their own subjects and help find new activity prospects.

The interdisciplinary relationships expand the students' outlook and help overcome the subject-specific inertness of thinking. With interdisciplinary relationships, it becomes possible to cultivate such qualities as consistency, awareness, depth, flexibility, as well as to develop meta-subject and personal abilities. In terms of research, direct interdisciplinary relationships of the problem nature take place in case two or more subjects share a research object or some problems considered within different subject approaches.

In spite of the present-day trend of adding special importance to cultivation of engineering thinking within the specialist training system, the relevance of solving the problem of fostering humanistic upbringing and education ideal remains high.

The teachers believe that currently, one of the strategic development lines for the modern general pedagogy is the priority of "subject-to-subject" relationships in the "teachers – students" system. This determines the necessity of creating conditions for using this approach in the practice of teaching, upbringing, and education. Proceeding from this basis, the student personality must be established that is ready for self-perception, self-feeling, self-analysis, and self-development, for living in the society without clashing with the set moral and ethical standards.

The search for ways of fashioning students' personality, self-esteem, self-awareness, and self-development is associated with the necessity of building up new views on the role played by social humanitarian subjects in the process of students' development, their spiritual growth needs.

According to the questioned ones, the above tasks can be successfully completed provided that specific features of the communicative constituent of social humanitarian subjects as the art of word are taken into account: first of all, its moral and ideological essence and its esthetic nature. The communicative interaction produces its cognitive, enriching, and upbringing effect on students in an integral and versatile way. Within the art of word, the upbringing function is inseparable from that of cognition and other social functions. Similarly, within the academic subject, raising a thinking and convinced individual as a process is inseparable from configuring the individual's knowledge about the world, man, art and from developing the individuals' creative, cognitive and reader abilities.

When addressing the necessity of enhancing the importance of the upbringing effect of communicative practices on the students, the authors mean various aspects of the upbringing process outlined in the documents and in the higher school reform: the ideological and political upbringing, the moral one, the labor one, and the esthetic one. Analyzing the topic, problem, idea of the text, the arrangement of characters, particularities of composition structure of the text, the originality of the author's style, the use of artistic means in the work – all these aspects help understand the depth of author's views on the outside world, his or her ideological and moral stance, esthetic creed. They help discover the particularities of the author's creative personality and worldview, too, and identify the author's evaluation of social processes and phenomena, if it is a scientific paper, concept, or theory in question. With regard to this, similarly, the multi-aspect analysis of a scientific work becomes relevant as a means of shaping schoolchildren's humanistic culture, moral and esthetic values, and worldview. Interpretation of texts as a means of upbringing education at practical classes in social humanitarian subjects will become one of the aspects of the modern pedagogical discourse at present-day educational

organizations (both at comprehensive school and at higher educational institutions).

In the contemporary science, the question of choosing criteria of the "extent of upbringing", extent of formation of the worldview, of syncretic thinking remains open. Meanwhile, the psychological and pedagogical aspect is in a kind of dualism with the moral and ethical side. On the one hand, teaching and upbringing rely to the proper extent on the available psychological knowledge, including the knowledge about individual psychological particularities of the students' personality. On the other hand, teaching and upbringing rely on diagnosing which finds out the students' motivation. However, the lack of due theoretical and methodological framework reduces the productivity of work and hinders organization of the communicative competency formation process. Whenever the moral and ethical constituent has to be adjusted with the students, it introduces an element of randomness and spontaneity into organizing and carrying out the study and upbringing process at academic classes in social humanitarian subjects.

Teachers of educational organizations should rely on the following conventional and upgraded educational technologies: cooperation, problem-based learning, communicative technologies, and gaming technologies (operation, imitation, role play games, social drama, drama therapy).

Thus, organization of the upbringing process is complicated by the fact that general pedagogy studies individuals as subjects of educational interaction who can influence the didactic process themselves and who need comprehensive harmonious development. Meanwhile, individuals who have not received proper upbringing (insufficient upbringing) are referred to costs of this process. So, the task of higher school pedagogy is not to bridge gaps of upbringing in students' personalities, but to fashion their professional culture and to improve their deontological culture.

5 Conclusion

In updating communicative practices, making the gaming technologies relevant gains dramatic importance. Gaming, as an activity for academic situations, is aimed at recreating and acquiring the social experience in which self-control of behavior at academic classes is formed and improved. Gaming performs the following functions: entertainment, communication, self-fulfillment, play therapy, diagnosing (self-learning), adjustment (introducing positive changes into the structure of personality), and the socialization function.

The prerequisite for an individual to establish one's own viewpoint as a subject of social life is the individual's participation in various social practices, which has to be ensured in the process of learning.

It is important to remember that at present, a modern educational organization (both comprehensive school and higher school) faces a challenging task. It must ensure configuring and developing the young people who understand and value the democratic principles and who are prepared to adhere to them in their life.

Thus, at Industrial University of Tyumen, communicative practices are carried out along the following lines. The engineering education is rendered more humanitarian by means of introducing social humanitarian subjects into the academic process for building up the communicative linguistic competency. Practice-oriented learning is organized in modules. Learning and upbringing are integrated in the process of building personal development paths. All the pedagogical technologies applied are intended to help students master the abilities and skills of efficient interaction in the professional sphere.

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