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ТРЕНИНГИ В СИСТЕМЕ ЯЗЫКОВОГО ОБРАЗОВАНИЯ

Аннотация. Тренинг как метод активного обучения рассматривается в качестве средства формирования коммуникативной и речевой компетенций. Цель исследования – описать возможности использования данного метода и его результативность в процессе обучения русскому языку в школе и вузе. Предмет исследования – эффективность технологии тренинга при обучении русскому языку. Для решения задач исследования были использованы системный и эмпирический подходы: системный подход был применён при теоретическом рассмотрении тренинга в системе общих принципов интерактивного обучения; эмпирический подход использован в изучении учебной деятельности методом опытной педагогической работы. Обучение строится на основе коммуникативно-деятельностного подхода, направленного на комплексное совершенствование языковой и коммуникативной компетенции, а также на воспитание «языкового чутья». Реализация данного комплексного подхода возможна посредством развития речевых навыков студентов на специально отобранном профессионально ориентированном дидактическом материале в специально смоделированной речевой ситуации, которая приближает студентов к прогнозируемым речевым ситуациям, потенциально возможным в будущей профессиональной деятельности. Результаты свидетельствуют о том, что освоение учебной программы и формирование коммуникативной и речевой компетенций оказывается более продуктивным с использованием тренинга как метода активизации познавательной деятельности, поскольку позволяет организовать учебный процесс, максимально приблизив его к реальной профессиональной деятельности обучающихся в аспекте, связанном с речевым взаимодействием. Практическая значимость статьи связана с использованием опытного материала педагогической работы по курсу учебной дисциплины «Русский язык» в школе, учебных дисциплин «Деловая коммуникация на русском языке», «Методика обучения русскому языку» со студентами вузов.

Ключевые слова: коммуникативная компетенция, тренинг, языковое образование, обучение русскому языку, школьное обучение, вузовское обучение, речевые умения, методы и приемы тренинга.

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TRAININGS IN THE LANGUAGE EDUCATION SYSTEM

Abstract. Training as a method of active learning is considered as a means of forming communicative and speech competencies. The purpose of the study is to describe the possibilities of using this method and its effectiveness in the process of teaching Russian at school and university. The subject of the study is the effectiveness of the training technology in teaching the Russian language. The systematic and empirical approaches were used to solve the research tasks. The systematic approach to the study was applied in the theoretical consideration of the training in the system of general principles of interactive learning. The empirical approach is used in the study of educational activities through the method of experimental pedagogical work. The training is based on a communicative-activity approach aimed at improving language and communicative competence, as well as the education of «language flair». The implementation of this integrated approach is possible through the development of students' speech skills on specially selected professionally oriented didactic material in a specially modeled speech situation that brings students closer to the speech situation potentially possible in their future professional activities. The results indicate that the development of the curriculum and the formation of communicative and speech competencies is more productive with the use of training as a method of activating cognitive activity, since it allows you to organize the learning process, bringing it as close as possible to the future professional activity of students in the aspect related to speech interaction. Practical significance of the article is connected with the use of experimental material of pedagogical work in the course of the academic discipline «Russian language» at school, academic disciplines «Business communication in Russian», «Methods of teaching the Russian language» with university students.

Keywords: communicative competence, training, language education, teaching the Russian language, school education, higher education, speech skills, methods and techniques of training.

Introduction

Language education plays an important role in the system of school and university learning. A modern graduate of any educational system should be equally proficient in all types of speech activities such as writing, reading, listening, and speaking. Quite often teaching the Russian language is reduced to forming relative literacy, which is necessary for written communication, at lessons (especially at the level of school education) the conditions for using methods that promote the development of speech skills are not created, despite the fact that oral communication is in demand in professional and everyday spheres of modern man.

All of the above testifies to the relevance of finding productive methods in the system of language education. One such method is speech training. Undoubtedly, trainings are quite common in teaching foreign languages, but they are practically not used in learning Russian. Trainings in the methodology of teaching foreign languages are studied by M. P. Milrud [4], A. V. Lazareva [3], in the methodology of Russian as a foreign language by O. P. Fesenko [6], in the methodology of Russian as a native language by M. A.Bondarenko [1], L. A. Shkatova [7]. Our goal is to identify the peculiarities of training in learning the Russian language and to characterize the conditions of its application at the levels of school and higher education.

1. Training in the system of teaching methods

Training has a long history, evolving from a method of personality research to a method of active learning. There are various types of training. In the system of language education one of the most common is communicative training. By communicative training, following O. P. Fesenko, we understand «creation of training situations aimed at the development of communicative and speech skills, control and correction of one's own speech behavior and an interlocutor's speech behavior under the condition of taking into account all conditions of communication» [6, p. 1]. Training sessions take place in the group form and are aimed at improving speech activity. It is the linguistic dominant that distinguishes educational training from psychological training, and the leading principle of interaction brings it closer together: the maxim "everyone has something to learn" highlights the merits of communicative behavior and supports the manifestation of the instinct of imitation" [7, p. 99].

The main goal of communicative training is mastering language means at the level of their independent productive selection and use taking into account the specific speech situation. When carrying out communicative training a number of principles should be taken into account:

1) its participants' activities,

2) regulation,

3) subject-subject communication,

4) trustworthy and open communication,

5) non-evaluation.

Only the observance of the named principles will contribute to the effectiveness of training, mastering the techniques and ways of optimal speech behavior in different conditions of communication. It will ensure the formation of students' language training.

The choice of specific training exercises and communicative techniques should be conditioned by the objectives of a particular training session, the characteristics of the group and the nature of the material to be worked out in the form of training.

Basic methods of training according to A. V. Lazareva [3, p. 282], are group discussion, role play, modification of social behavior, business game, storytelling, brainstorming, synectics, case solving (modeling of situational speech constructions).

Despite the fact that the methods of training can vary, when combined in different ways, during the training of communicative competence the following units should be implemented:

1) «The unit of ensuring the performance of the group, which involves the word of the presenter about the purpose, objectives, course and principles of the training.

2) The unit of forming participants' motivation the task of which is to introduce students into a state of research.

3) The information unit is aimed at acquiring specific knowledge by the group participants depending on the training program.

4) The teaching unit is designed to form the necessary skills for effective communication.

5) The personal unit should help participants to become aware of personal characteristics, attitudes and value orientations in communication.

6) The final unit is receiving feedback, exchange of opinions on the results of training» [2, p. 12–14].

2. Training as a method of learning the Russian language at school

As noted earlier, training in the Russian language lessons at school is practically not used, in fact,they are resorted to quite rarely, when studying stylistics. Thus, M.A. Bondarenko mentions « in particular the official business style of speech when students create the necessary documents for the school management: the charter, instructions, regulations, orders; conducting administrative investigations of any disciplinary or economic violations, accompanied by the creation of protocols, acts, powers of attorney, statements, memos, etc.; organizing an audit of personal files stored in the personnel service and writing an autobiography, characteristics, statements, etc.» [1, p. 77].

However, declared in the program documents situational learning is also possible in the study of other sections of the school course of the Russian language.

1) When studying spelling and punctuation the trainings are possible:

– «Master of Words»: creating a work of fiction based on a language game when mistakes in a word or arrangement of punctuation marks give rise to ambiguity resulting in a comic effect;

– «Competitive selection»: an analysis of the resumes of applicants for the specified position, which will demonstrate to schoolchildren the importance of observing language norms when assessing professional qualities;

– «Learning tools»: writing cacographic texts for subsequent student edits.

2) To master the vocabulary of the Russian language it is advisable to use trainings:

– «Linguistic personality»: creating a speech portrait of a particular area's resident;

– «Professionals»: simulating an industrial situation, during which the use of professionalisms is demonstrated;

– «The World of Words»: the use of historicisms, archaisms and neologisms in various communication situations;

– «Simply put»: students are invited to use phraseological units in various given speech situations, for example, overcoming conflict, pointing out mistakes, expressing objections.

3) For in-depth study of the phonetic system and Russian graphics, training can be used:

– «News anchor», focusing on the observance of pronunciation norms;

– «Programmer»: schoolchildren need to algorithmize the steps of the program for the design of word hyphenation and their pronunciation;

– «Calligraphy for dummies»: teaching Russian graphics and calligraphy skills.

4) Grammar learning at school is always accompanied by difficulties, students do not understand why they need to study the system of parts of speech or syntactic categories, so situational learning should become an integral part of such lessons. It is advisable to apply trainings:

– «Translation difficulties»: comparative analysis of the grammar of Russian and one of the foreign languages within a grammatical category, for example, the category of tense or the categories of pronouns in Russian and English;

– «Exception»: identification of the significance of the use of words of a specific part of speech – the construction of texts using words only of the specified part of speech and, conversely, without them;

– «Say otherwise»: determining the features of the functioning of syntactic units in texts of different types and constructing texts with specified syntactic units, for example, describing a room using sentences complicated by separate definitions and describing a room using named sentences.

5) When studying morphemics and the system of word formation, it is possible to use the following trainings:

– «Find a «literate»«: assessment of compliance with word-formation norms in oral and written speech;

– «Dispute with a linguist»: preparation of arguments and counterarguments of the theory of representatives of one of the linguistic schools, for example, a dispute on the topic «Is there an ending in the infinitive».

6) The important for the formation of communicative competence section «Speech development» implies the variability of applied trainings:

- «Instructions for the TikTok author»: preparing recommendations for the speech design of TikTok video;

– «Public speaking»: students are suggested preparing a speech-congratulation, objection, request, criticism or to speak impromptu.

The above trainings are designed to orient the range of teaching methods used, to show that the study of the Russian language at school can be based not only on the performance of standard exercises and memorization of the theoretical part of the paragraphs of textbooks.

3. Training as an active method of teaching at a university

In higher education the expediency of using training is obvious: students not only master professional competencies that need to be applied in the future, but also develop communicative competence, which is a component of softskills.

Students in most fields of education study the language discipline «Business Communication in Russian», which involves mastering the skills of effective communication in a professional environment, devel-

oping the ability to correctly express thoughts in oral and written speech. This course can be built on a training basis.

As the results of our study showed, in groups which used a set of developed training exercises in the study of normative aspect of business communication, standards of business style, preparation of personal documentation, mastering modern trends in business correspondence and business rhetoric, the results of passing the exam for the discipline were better than in the groups which studied without the use of training.

Such results are due to the fact that in the process of inclusion in the training participants form the necessary speech and communicative competence in an activity as close to real situations as possible, expand the range of their behavioral capabilities, develop an adequate self-esteem, therefore becoming more prepared to solve professional and life problems related to speech communication both in oral and written forms.

Trainings are also necessary for novice journalists who do not know how to cope with excitement, how to introduce themselves, draw attention to themselves and keep it. At the same time, a whole complex of specific speech problems can be distinguished: an expressionless and weak voice, inept intonation, dialect pronunciation, all of them affect the issues of speech culture, stress tolerance, acquiring a speech and professional image, the ability to compete, confident behavior, and others. A separate block of problems is persuasiveness, the ability to emotionally and argumentatively express one's point of view, purposefully influence a communication partner. After all, the work of a journalist is not an expressive reading of text blanks. This is a dialogue, live communication, even looking into the camera lens or reading into the microphone, a media worker addresses an invisible interlocutor, transmitting his emotions to him and capturing his mood.

Communicative competence and intonation-expressive characteristics of speech cannot be developed solely on theoretical material, these skills require interactive involvement of students who internalize knowledge in the process of training work, assign them to themselves at a deep personal level.

The language profile education is basic for future teachers of the Russian language and literature who must have both professional and subject competences. Training with the use of training facilitates immersion in different professional situations is designed to simulate a teacher's speech behavior in conflict situations, in the course of solving production tasks for the organization of teaching, conducting various stages of classes, evaluation of students' activities, i.e. will help to develop a style of pedagogical behavior.

Interactive training in a higher educational institution is put into practice in the following stages: at the initial stage of training as a motivational tool for cognitive activity of students; during training to form professional skills and abilities; at the final stage to consolidate training material in the form of a business game; after completion of the study to control mastery of the curriculum. Of course, university trainings differ from school trainings: they have a greater number of professional situations set by the training profile, a longer duration and the applied nature of the learning outcomes.

Conclusion

Modeling trainings and activities through Bloom's taxonomy levels is possible with the help of Allan Carrington's PADagogic wheel. It allows to describe the process of implementing the methodological technique «step by step», provides overcoming cognitive difficulties of students and the most effective achievement of the set learning goal.

Thus, the primary goal of using training within the framework of language courses is not so much the development of the learner's personality as the improvement of skills in using language, paralinguistic and extralinguistic means as a tool of communication (both oral and written).

R.P. Milrud compares organizational and pedagogical technologies with the «secrets of Yorkshire pudding» because in order to meet English standards, it is not enough to combine its traditional ingredients in the right proportion: if you break even one of the secrets, Yorkshire pudding will not work. For example, without smoke the pudding won't look like the kind that was baked in the olden days over a fire under a piece of beef, so that the burnt meat juice would drip onto the pudding. «Secrets of Yorkshire Pudding» is just a metaphor, but it shows that the importance of technology as a means of managing learning outcomes is quite great. Without them, the use of even the best-known and most reliable methodological techniques with a set of spectacular «ingredients» of a training session may be doomed to failure.

Therefore, it is necessary not only to use training skillfully, but also to take into account the educational needs of students. Only in this case the use of training in language education will be effective.

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