Communicative strategy of university education: current discourse

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Abstract. This paper links the relevance of the research on communicative strategy in the frameworks of current university education and national public school system as a whole to fill the gap within both scientific Scholarship and pragma studies that reflect on novelty and changes of conditions and tasks for the development language education in the polyphony of the cultural information and educational spaces as a dominant value of social life of man and the society. This manuscript presents for consideration and discussion some of the authors’ findings of personification of training and learning as a priority of recurrent education and of axiology that involve and constitute the comprehensive model of a) transformations of the requirements for language proficiency of an individual, b) changes of structural, functional and communicative approaches to teaching/training and learning goals, c) selection of knowledge content and methodology of programming and planning in terms of integration processes. In conclusion, the statement of development of functional literacy of a personality in the chaotic space of the multicultural world of global communication and pluralistic essence of the era of postmodernism is suggested as of prior significance.

1 Introduction

Communicative strategy (CS) interpreted in this study as a methodological message for the participants of current education “provokes” the process of acculturation that includes communication in either languages, native and international, verbal and non-verbal, for the positive and fruitful rapport of students and teacher-trainers; CS based on four main aspects of speech activity is primarily an important tool to become of help for both educators and students to make the most of Knowledge Content of high culture; CS aimed at mastering the devices of culture, languages as expressive means for mastery of psychological balance content within the spaces of education, is in the focus of the appropriation of pedagogical content, teaching/training, and involving the mastery of social content, recurrent development of the participants; thus, CS occurs in the poly-cultural information and educational spaces only when each individual, a person, becomes a subject/personality of

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communication, learning, knowledge, work, and a participant of culture self-realization process” (Bulankina, 2003).

In the light of the above, these actual issues associated with the contribution of international language education for culture and specific purposes, for positive global communication on the digital net, for fruitful export of the humanitarian educational practices, are purposefully to provide a “grammar” of social behaviour in various cultures [1], not just the grammatical rules of their own language. The main goal of recurrent education is focused on the capacity of widening the boundaries for positive communication strategies and tactics practices and activities [2].

Based on Knowledge Content (KC) of foreign language culture in terms of its axiological component, both academic researchers and university lecturers used to practice the participant-observation method to make the most of CS of university language and communication education. This approach does not cause any doubts in CS as a dominant value, neither among teachers nor among researchers of this important component of education as a whole [3-5]. In particular, this is important thanks to the systems development of functional literacy (FL) of students in the space of language education of the individual that concern competencies in reading, listening, writing for speaking skills which compose the capacity of global communication and is seen as the global competence. FL is interpreted as a personal qualitative characteristic that reflects on the ability to use KC, and communication competence (CC) based on skills and abilities constantly acquired during life to solve the widest possible range of personal and social issues along with moral ethic tasks in various spheres of human life, communication and social relationship [6].

Thus, current academic Scholarship that gives grounds for thoughts in terms of communicative strategy reflect on the practice that so much value importance has been provided to professional recurrent learning of educators within axiological approach to fill the gap in management issues for the formation of FL by means of foreign language education because the results are often regrettable [7, 8].

The problem statement of this study is based on prior principles of the culture approach in terms of axiology and reflects on the effect of "situational knowledge" for communicative strategy. The concept of CS concerns the phenomenon of inclusion of development communicative tasks system formulated within the extracurricular context into the educational process of additional professional programmes without specifying (explicitly or implicitly) active methods via which preference is given to creativity, humanism within learner-centered status of educators and students for developing tutorial practices of humanistic origin the specifics of which is one of the actual issues of national recurrent professional education. The study highlights a) the ways of minimizing and neutralizing the deficiencies of professional education to create fruitful conditions for export educational practices, b) the specifics of FL in terms of global communication, c) the importance of regional projects for the status of university education in Russia that fill the gap in international and regional export of humanitarian experience of ELT.

The purpose of the article is threefold: 1) to present the methodology for organizing the educational process that contributes to acculturation of professionally oriented thinking (the ability to understand, reveal and explain the value meaning of facts and phenomena), 2) to substantiate the dependence of the student's activity in the educational process on the level of humanitarian development, communicative creativity and global communication, 3) to define the value meaning of CS of university education and in-service within the development spaces of business and speech activities of students and educators.
2 Materials and methods

The empirical array is based on a generalizing analysis of the actual issues of professional education and its findings in terms of axiological context and integrative processes which are aimed at value dominants as personal creativity, self-reflection, culture self-identity and culture awareness finding reflection on academic Scholarship and the authors’ educational literature, texts and textbooks created for programming and project work. The latter purposefully reflects on the socio-cultural potential which is important for both the personality development of students and widening the creative resources of the informational spaces of educational institutions, both universities and in-service academies for upgrading professional skills and competencies of educators. This study brings together the findings from two qualitative work-integrated or work-accompanying projects “On functional literacy” and “On Tutoring” in accord with the authors’ programme documents on “Cultural self-identification of an individual” in the aspect of axiological, system-activity, competence and communicative approaches to new educational results of the students. The main concept focuses on the cultural-creating mission of the pedagogical community (scientists and practitioners) and general and professional education that is introduced and provided as setting such tasks that would work for an effective multicultural axiological component of education – the culture of human dignity; moreover, the actualization of this important component is in need of searching the meaning and effective conditions within the professional educational spaces for the development of CS of students. For without observing this important condition, education in the form of formalized pedagogical texts loses its essence for the growing and developing student as a personality.

Research methods include the potential of modeling, project work, the participant-observation method, critical analysis of the products of speech activities and written texts, interpretation, generalization, questionnaires and interviews.

3 Findings

At the first stage of this research paper our pragma study on value dominants also proves the above statements. Both educators and teacher-trainers not always have methodological and motivational readiness, sufficient intellectual and social potential to solve practical problems with the help of language/es of education, ie: no need for constant reference to original literature sources to expand the stock of modern realities of language practice, for further usage of the information extracted from texts, for improving the pronunciation and lexical-grammatical aspects of students’ communicative culture, and as a result low level of mastering foreign language culture, persistently low educational outcomes on certification tests, awareness of the futility of learning foreign languages and unwillingness to improve communication skills. This realia has to be focused on within this investigation. This is the main goal as the discourse inevitably takes us beyond the immediate linguistic, communicative situation into a broader sphere of the reality. This provoked and ensured integration of the elements of the information space. Moreover, rhetoric and hermeneutics build a sema of the dialogue where interrelated communicative-rhetorical situations basically consist of signs/images/symbols. In this case, there is a dialogical agreement of the strategies of the essence and meaning [9]. It leads to a harmonious interaction as a condition for the implementation of the cultural methodology "image – meaning – language – text". Therefore, we are sure that in the likely humanitarian practices, the images/positions/thinking models of the participants in the interaction will merge.

More than ever before, the importance of solving an extremely urgent task – improving the level of functional literacy of the participants of the educational process is recognized
Researchers, developing criteria, create models that include a set of conditions for cultural self-determination of students in educational organizations. They are based on the development of psychological and pedagogical technologies that implement didactic, scientific and methodological help for innovative processes in educational institutions, taking into account multilingualism and multiculturalism in cross-border and multinational regions. To preserve the cultural values presented above in education and the society becomes important for everyone who deals with another person, in our case, teachers, teacher-trainers and the pedagogical community as a whole, and to fulfill the cultural function of education as a promising task for the development of a creative personality, especially since they are increasingly in search of alternative education models, of informational and non-formal types of new digital didactics in the conditions of active use of on-line education platforms.

By the same token, a philosophical understanding of the on-going transformations in the multicultural and multilingual educational environment of the country and regions: digitalization, trending training and retraining of students, co-working and coaching, as well as other innovations in education, suggests that all these phenomena will also work to improve its quality in the aspect of a cultural personality in the aspect of novel cultural value dominants within the space of diverse components of the information continuum - education as a value, native language as a value, multilingualism as a value, personality as a self-value, patriotism as a value, historical memory. Meanwhile, the effects of our research on the humanitarian practices of using modern educational and methodological literature in the school space indicate a wide content and technological possibilities for solving the problem of improving the level of FL of university students and schoolchildren. According to some of the authors, PD is often used "to describe a broad variety of facilitated learning opportunities, ranging from single-off workshops and consultations to comprehensive curricula and communities of practice (Buysse, Winton, & Rous, 2009). It encompasses all actions and activities focused on education, training and development opportunities for professionals with the ultimate goal of improving children's developmental or educational out-comes. (Sheridan, Edwards, Marvin, & Knoche, 2009). Buysse et al. (2009) propose a conceptual framework that can be used when creating, implementing or evaluating effective professional development efforts as three components (the who, the what and the how) within a wider context. Several researchers (e.g., Egert, Fukkink,&Eckhardt, 2018;Siraj Kingston,&Neilson-Hewett,2019) have used this model to address the effectiveness of PD, however, they acknowledge that the model lacks theory on the underlying mechanisms that facilitate change” [12, 13].

The increasing role of the professional readiness of a modern teacher to fulfill the cultural mission of education was also discussed by great Russian scientists and thinkers of our time (I.Ya. Lerner, D.S. Likhachev, V.V. Kraevsky, , G.N. Filonov, E.I. Passov, and many others), focusing on the development of their holistic vision – philosophical understanding and pedagogical solutions to improve its qualitative characteristics – the ability of students to reflect, selectivity, responsibility for words and deeds, subjectivity, meaning formation, creativity, recognition of the value of the other, etc. This becomes the subject of conferences, symposiums, forums and online seminars, where scientists and teachers-practitioners analyze the concept of the quality of education, consider new challenges in the perception of quality of education in the aspect of digitalization of all spheres of life in a globalizing world. Likewise, understanding the status of the value aspects of the educational environment of personality formation for cultural life-creating activities in the society (from schoolchildren and students to participants of various additional professional programs in the context of continuous learning) is put forward as a priority task within the trends of alternative educational systems as gamification, the paradox of mass individual education, digital footprint. In the meantime, the value component of the teacher's professional readiness is understood as an integrative personal
new formation based on a deep and responsible understanding of the humanistic potential and the humanitarian component of education [14, 15].

In the light of the above principles of the axiological approach, the main aim of this project on CS of university education was to determine the purpose of the concepts and their structural features for shaping the content and complex of implementation measures in the format of professional programmes. Based on thorough analysis the current scientific research a) the proposed context for the actualization of the cultural approach in theory and practice is associated with the urgent need to consider it as one of the most important strategies and tactics for neutralizing the growing negative trends towards leveling the importance of the humanitarian component of modern human existence – language and communication in education and through education.

At the second stage the innovations in education along with ideological trends are recognized as the development of a meaningful technological improvement of the general and professional culture of the individual in the aspect of its axiological component in terms of such value dominants as patriotism, morality, national identity, recurrent education as a value, and some others. At the same time, its effective implementation in the educational process is thanks to the natural perception of the native culture, its means of expression (languages), since members of one cultural community, unlike multicultural society, unconsciously perceive a particular culture, sharing its postulates. On the other hand, they simply lack the desire and interest in the peculiarities of their own culture, which leads to a low level of proficiency in the necessary vocabulary for dialogical communication in the aspect of its specifics and to problems of interaction with others. In turn, the goals and objectives of multicultural education should be implemented within the framework of a multicultural educational space, the key task of which is the formation of positive attitude of students to others and critical skills. In this regard, it is important to recognize the need for a systematic formation of a positive attitude to cultural differences in the framework understanding, involving the study of various peculiarities, providing support to speakers of another culture, developing respect for and affirming cultural differences through participation in various humanitarian practices, involving an active position of participants in the dialogue. The problem of mutual understanding through understanding of cultural texts also remains relevant. It is suggested to take into account several levels of understanding: 1) understanding at the level of disclosure of the main theme/line of utterance, 2) understanding as comprehension of symbolic language with penetration into the internal logic of the text, and 3) instant understanding as comprehension of the essence of images. The systems reading as one of the priority of an educator, representing a speech activity provides a solution to a variety of communicative tasks with the use of adequate methodological techniques and developmental tasks. FL as the acts of communication is completed with the achievement of a specific result – understanding, comprehension, interpretation, commenting, etc. Having spent much of the past five years doing research on various aspects of professional education of ELT students at Universities and upgrading communicative competence of ELT practitioners at Refresher Courses we have come to the conclusion of doing a joint project to discover the hidden, unspoken rules of tutorials and then in terms of additional professional programmes edited in accord with fresh requirements to structures that reflect on novelty of Knowledge Content, Distant Technology, and Teachers’ Functional resolutions.

In the meantime, to this aim, and a constantly updated meaningful technology of teaching materials in English for high school and university education [15, 16], which systematically and consistently, professionally and subject directionally resolved the strategies and tactics within language methodology. Thanks to this, students as social groups, preserving their innate culture and maintaining their traditions, master foreign language communication skills. They allow the individual to increase his social capital
(social networks, trust, general social norms and values) and to socialize in a new foreign-language society. But in order to create social capital that is significant in a new foreign-language community, and to manage and multiply it skillfully, a person must have a well-formed foreign-language communicative competence. This will allow it to avoid language isolation from native speakers in the new poly-language space. Consequently, being the leader of socialization, a foreign language acts as the basis on which the social capital of the individual is formed [17, 18].

At the third stage the main concept concerns the fact that in case of developing all new socially significant and culturally oriented approaches the national self-consciousness in the aspect of social and professional choice of a person who speaks the languages of culture (the phenomenon of the poly-linguistic concept sphere of the individual as a value, as well as in the readiness to use all the variety of its expressive means of mastering and humanitarian self-organization in the cultural environment as a value) is of primary importance. This framework focuses on the characteristics of cultural self-organization of the system of CS that reflects on the concept of a multilingual cultural and educational environment as a system of positional lines highlights:

a) the multilingual space having its own structure is filled with many systems of relationships, is in the development and interaction of its components; It is defined through the relations of participants and their self-realization in the conditions of various types of activity (cognitive, speech, communicative, etc.); the polyphony of language space as a form of human existence consists of its constituent elements - a system of interconnected various non-verbal and verbal means/sign forms of human mental activity that identify the concept of poly-language educational space. The main elements include: non-verbality (artificiality) and verbality (naturalness); clarifying characteristics include: creativity; historicity; locality; sociality, profile; situational status and formality;

b) the polyphony sphere of the personality that implies the systematic formation of the status of the linguistic personality as a necessary and integrating component of the cultural and educational environment, tending to the humanization as process; the goal is to enrich the linguistic strategies for using the language of human interaction-the language of personal / subjective character and national cultural values; the personal multilingual concept sphere as a basis for the formation of the ability to harmonize relations and mutual understanding assumes a) the orientation ability of a person in the main spheres of life; b) the formation of the leading competencies of a person (social, communicative (language and speech), information, etc.), for continuous self-education within the framework of cultural and educational practices of a developing nature, i.e. the ability of students to reflect, selectivity, responsibility for words and deeds, subjectivity, meaning formation, creativity, recognition of the value of another.

c) the structural cognitive process of the individual is as follows: the communicative phenomenon of being-consciousness as a collision with another consciousness in education (teacher and student); the expanded multilevel information in knowledge (the knowledge carriers - the teacher, socio-cultural texts, students) with the meanings encoded in it requires the distribution of information; the texts spaces/flows, written and oral, as the core/focus of the positive communication of the participants; the development language thesaurus to understand texts/flows; the development mental language/intellect as the fact of interaction of consciousness as a convergence; the development language status of meanings for productive polylogue communication for the rapport of the participants.

As the effect of the implementation of the desired model (Fig. 1), we present and clarify the annually updated body of additional educational programmes for students and educators (professional development of specialists, training and retraining of non-specialists, tutor assistance via individual consultations, online seminars for the pedagogical community, internships), which allows creating optimal conditions for participation in national and
regional educational projects. The on-going systems work provides students and teachers with the opportunity to present their own author's projects on topical issues of education in the format of their handwritten materials on educational and methodological recommendations, manuals and other publications (articles, expert opinions, curricula, etc.) for the usage in cultural practices that become one of the most important results of successful humanitarian self-organization of the system. The results of the joint scientific and methodological work made it possible to adjust the complex model and its constructs at the final stage of the study, as well as to outline the prospects for the teacher's participation in regional events to harmonize interaction in information and educational environment. In particular, we note that the evidence of the effectiveness of the proposed model is real events in the regions where over the past five years, annual work has been carried out on the dissemination of cultural humanitarian practices against the background of increasing migration processes to solve the problem of cultural interaction.

Fig. 1. Model of Communicative Strategy of University Education.

Annual local and large-scale regional events are held with the direct participation of teachers, the purpose of which is to humanize and harmonize interaction. Conferences on the problems of patriotic and civil education are dedicated to the formation of traditions of celebrating young public holidays, as well as the development of a positive attitude to memorable dates among different segments of the population, the identification of the potential of veteran organizations in the field of patriotic education of young people, and the activation of interaction between veteran, youth, and public organizations. The project work of patriotic and international clubs as a form of strengthening the self-identification of the all-Russian civil nation in the public consciousness, as well as attracting the population of the region to the topic of native languages and the Russian language as a unifying tool for intercultural communication on the scale of the state and the region, creating conditions for strengthening all-Russian civil unity, preserving and developing the ethno-cultural diversity of the peoples living in the Novosibirsk region (about 100 nations and nationalities), it allows creating conditions for the development of spiritual and moral foundations and original culture in the regional multicultural and multilingual spaces of Russia [19-21].
4 Conclusion

We find ourselves at a unique moment of broad consensus that professional advanced training & retraining of Foreign Language teachers (FLT), as it is currently constructed, simply isn’t delivering on its promise of educational improvement and excellence for all teachers, students of additional professional programs – particularly for those in regional pedagogical communities of FLT. While this has been the case for a while, today there is also an incredible support for doing things differently and widespread recognition that new approaches, in this very study, regional approach and new structures will be of use to fix the situation, to bring about an improved result, and to make this kind of dramatic improvement a reality of the national public school education as a whole. There is a lot of promising energy behind innovation in public education today in particular it concerns the issues of the professional development areas related to the ways and means of renovation and modernization of Pedagogy, Technology and Knowledge Content of recurrent professional education of a modern pedagogue. As such, we managed to present a definition of innovation that is informed by lessons learned from the Regional History Heritage (RHH) in terms of the value dominants (patriotism, pride for the history of the country and the place we live in) that constitute the culture aim and goals of the national public education as a whole and account for innovation’s many faces. We also did analyze some of the most important factors that keep innovation from taking hold in professional education, and use that as an entry point for describing the current opportunity for innovations in recurrent language education of a pedagogue. By the same token, we have to admit the fact that along with ultimate individualization, continuity, age diversity, culture self-education via language self-realization, priority of the educators’ needs and interests, one has to pay much more attention to the problems associated with the spread of humanitarian activities of practitioners on value dominants of an individual in the recurrent education of adults, i.e. particularly, in the area of professional advanced training of teachers. Currently, the priority of these aspects of the research is firstly to clarify the following methodological concept of the national public education. As is the case, our system of public education in the knowledge economy of the 21st century translates the slogan that reads as the overarching goal to prepare our children for citizenship, community, and work that earns a livable family wage, into a need to ensure all students have the academic foundation for college success. Though there is little credible disagreement about this goal, there is huge disagreement about the proper means to reach it. Finally, we present a series of recommendations designed to encourage the public school and university education authorities sectors to work productively across the sectors and other classical boundaries toward a better system for education innovation.

First and foremost, these issues are considered to be of great importance in the current documents at federal and local levels, and in the latest empirical research findings and relevant theoretical frameworks in the area under discussion. These huge shifts create a need and opportunity for innovation that we have never seen in public education. Recognizing this, there are some important specific both federal and regional efforts to support this shift – including investing in new assessments, innovation competitive grants programmes, etc. As for the current Scholarship, we can’t but agree that a regional system of advanced training for educators of Russia is in need of a new model because of the mismatch between the complication of living conditions, the expansion of the teacher’s functionality, the requirement of inclusion in continuing education and archaic forms of its implementation that do not take into account the living conditions of a modern adult, differentiation of the teacher community by interests, needs and level of training. In spite of intensive current scientific Scholarship this problem needs much consideration and discussion in the aspect of regional history opportunities for mastering professional
competences of language school teachers, and the need to update and to solve the problem of educating a person with a stable system of value orientations, able to navigate not only in a foreign, but also his own culture, able to present it in a foreign language, loving his Homeland, respectful of its historical and cultural heritage via the ways and reasonable means of updating the value context of the regional professional development of a teacher to improve the quality of the national education and training of the younger generation. Currently, as a positive fact, it should be recognized that innovative processes in the light of modernization of public education have primarily affected the activities of the teacher, varied issues of his/her professionalism, skills and his readiness to adopt and adapt innovations in the aspect of holistic approach to development educational space at school, which is based on the optimization of integration processes aimed at improving its effectiveness. But conflicts about effective educational practice – including debates about standards, testing, “reading and language wars”, bilingual education, choice, teacher licensure, class size, and other potential drivers of achievement – have been driven largely by ideological beliefs rather than evidence about what works for learners. That is why it is important to make the most of the slogan that the first job of a leader is to define reality, the last is “to say thank you”. As is the case, the success of this research depends partly on careful planning, timing, pacing at the systems level, if one wants to prevent the students from being left behind globally as the rest of the world catches up and surpasses Russia in delivering high-quality public education to a greater percentage of the students. Thus, Tutoring and Mentoring as a system in the frameworks of the innovation value model that is a cycle and includes several stages helped a) to analyze the corpus of historical and scientific texts intended for designing development tasks; b) to modernize the Knowledge Content Update Efficacy of professional recurrent learning and training of learners; c) to present a series of the key points in creating the right atmosphere for “drama” techniques to encourage the public, the foreign language teachers and scientific educators to work productively and effectively across traditional boundaries toward a better system for public education innovations.

The proposed approach to the transformation of Russia’s education shows that the position of students/teachers is activated, contributing to improving the quality of additional professional education of teacher-trainers, as well as motivating them to systematic self-education. Authors’ educational programs, focusing on professional standards with the direct participation of school educational organizations and associations, are widely used in the space of the introduced forms of e-education and the network organization of the educational process, contributing to the flexibility of the educational process, while radically changing the approaches to evaluating the activities of these organizations. When analyzing the existing opportunities of the region to increase the importance of the language component of the professional competence of the teacher, the aspect of the formation of cultural self-determination of the students' personality and readiness to implement the cultural mission of education in the region is taken into account. For this purpose, we consider it promising to include a special motivating module "Cultural self-determination of the individual in a multilingual educational space", the main provisions of which are set out in the scientific exposition of this article, as well as in the constructs of the model. Given all this, the study on a wide palette of the conceptual sphere of the languages of modern Russian university and public school education, and an individual conceptualization sphere of a student and educators are visual indicators of global communication skills and conditions that show the importance of mental language which act as a tool to live, work and create in the realia of globalization and crisis situations that faced the entire world community at the beginning of the XXI century. To actualize the value dominants of multilingualism and the mental language of a person in the name of cultural self-determination of the individual in the multicultural information and
educational space is the main culture mission of an educator as a professional who is responsible for creating in the classroom the atmosphere of psychological balance. In the light of the axiological approach to the study of complex phenomena of culture, education and the formation of individuality through the mental language code of the individual, possible ways and means of implementing the tasks set to improve the efficacy of modern education, in particular, the creation of a holistic educational space as the main factor of cultural self-determination of the individual are considered.

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