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PEDAGOGICAL MODEL OF FOREIGN-LANGUAGE
SOCIOCULTURAL COMPETENCE IN RUSSIAN FEDERAL
PENAL SYSTEM

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Abstract

The relevance of the research of a problem of the formation of foreign-language sociocultural competence of cadets of higher educational institutions of the Federal Penal Service (the FPS) of Russia is caused by the changes happening now in education system which reflects orientation on humanistic values, communicative culture, developments and self-updating of the identity of each participant of educational process. Foreign language as the means of communication provides access to culture and social experience of the people of a foreign country and also gives opportunities for cross-cultural interaction. Besides, the formation of foreign-language sociocultural competence of cadets of higher education institutions of the FPS of Russia is reflected in the Conception of the development of penal system of the Russian Federation till 2020. The development of the international cooperation, studying and distribution of foreign experience in the sphere of execution of punishments and detention demands knowledge of features of culture and practical skills in cross-cultural communication. The research aim is to create a pedagogical model of the formation of foreign-language sociocultural competence of cadets and to approve it during experimental work. According to the aim the concept of foreign-language sociocultural competence is considered in the article, the component structure of foreign-language sociocultural competence of cadets is presented by the authors. The model which realization provides effective formation of foreign-language sociocultural competence of cadets due to development of its structural components in the conditions of application of interactive technologies is presented in the article.

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Keywords: Foreign-language sociocultural competence, cognitive component, activity component, personal component, cadets, questioning.



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1. Introduction

The pedagogical aspect of the problem of formation of foreign-language sociocultural competence of cadets is a little studied. Process of formation of foreign-language sociocultural competence of cadets did not act as an object of pedagogical researches. At all variety of approaches to definition of a concept of foreign-language sociocultural competence the essence of its formation at cadets of higher educational institutions of the FPS of Russia is not defined.

Considerable results in a research of integration of components of culture into process of training in foreign languages are achieved by Vereshchagin & Kostomarov (1976), Tomakhin (1980), etc. Studying of the problem of development of sociocultural competence as a factor of effective cross-cultural communication is reflected by Yelizarova (1998), etc.

In modern scientific literature the personal qualities causing competence of sociocultural communication are presented by Aksenova & Ismagilova (2010), Slastenin (2002), Byram (1994); communicative skills and abilities by Bim (2002), Zimnyaya (1989), Canale & Swain (1980). In scientific research of Safonova (1991), Zimnyaya (1989), Hymes (1972) and others are studied the questions connected with the concept of cross-cultural communication in modern foreign-language education with ways of its formation at various stages of a learning of foreign language.

2. Problem Statement

At all variety of approaches to understanding of foreign-language sociocultural competence of modern works there is no understanding of essence of its formation at cadets of the educational organizations of the FPS of Russia in the conditions of application of interactive technologies.

3. Research Questions

Achievement of the object set in a research assumes the solution of the following questions:

1. on the basis of the theoretical analysis of philosophical, psychology and pedagogical literature to specify a concept of "foreign-language sociocultural competence of cadets".
2. to define structure, criteria and levels of formation of foreign-language sociocultural competence.
3. to check experimentally a complex of means of interactive technologies of training in formation of foreign-language sociocultural competence.
4. to reveal the pedagogical conditions providing efficiency of formation of foreign-language sociocultural competence.

4. Purpose of the Study

Purpose of the Study is to reveal pedagogical conditions of formation of foreign-language sociocultural competence at cadets, to prove theoretically and to experimentally check model of formation of foreign-language sociocultural competence at cadets of the educational organizations of the FPS of Russia of the conditions of application of interactive technologies.

5. Research Methods

In the research the following methods are used: theoretical methods (analysis; synthesis; specification; generalization; modelling); diagnostic methods (questioning; testing) empirical methods (studying of experience of the educational organizations, statutory documentation and methodological documentation); experimental methods (diagnostic, forming and control experiment); methods of mathematical statistics.

The aim of the research is to develop and to carry out the pedagogical experiment directed to the formation of foreign-language sociocultural competence of cadets, to determine criteria and levels of foreign-language sociocultural competence, their quantitative and qualitative ratio before and after the experiment, to check efficiency of pedagogical conditions of the formation of foreign-language sociocultural competence of cadets under the conditions of application of interactive technologies of training.

The object of the research is the process of the formation of sociocultural competence of cadets under the conditions of application of interactive technologies of training.

The subject of the research is pedagogical conditions of formation of sociocultural competence of cadets using interactive technologies of training.

The hypothesis of the research consists in the assumption that process of the formation of foreign-language sociocultural competence of cadets will be qualitatively transformed if cognitive, activity, personal components of this competence will be formed under the conditions of application of interactive technologies of training.

Research phases

The research was carried out in three stages:

The first stage – diagnostic (2015 - 2016) included selection of methods and techniques of diagnostics of foreign-language sociocultural competence of cadets in the course of the learning of foreign language by a traditional technique. The implementation of a diagnostics, development and preparation of the procedure and methodical materials for realization of the forming experiment stage was carried out.

The second stage – forming (2016 - 2018) – included approbation of the program of the formation of foreign-language sociocultural competence of cadets in the course of training in a foreign language with use of interactive technologies of training; carrying out intermediate diagnostics.

The third stage – control (2018 - 2019) – carrying out a repeated diagnostics of level of the formation of foreign-language sociocultural competence of cadets of the Academy of the FPS of Russia and identification of dynamics of its development.

6. Findings

Structure and content of the pedagogical model

On the basis of the person-centered approach the pedagogical model of the formation of the foreign-language sociocultural competence of cadets including personal, activity and cognitive components was developed.

The first component – cognitive – includes knowledge of the relations of an equivalent / nonequivalent between units of the foreign and native language; of the realities of concrete thematic zones of communication, of features of speech and nonverbal behavior in the studied spheres of communication, of universal and specific in culture of countries and the people, the general and specific in their attitude and the world view.

The second component – activity – includes the following indicators: ability to be guided in sociocultural markers of the authentic language environment and sociocultural characteristics of people, to predict possible sociocultural hindrances in the conditions of cross-cultural communication and to use ways of their elimination or mitigation, to adapt to the foreign-language environment, respecting traditions and lifestyle of people of other cultural community; skills of identification of the marked words and phrases, information in oral and written texts.

Indicators of the third component – personal – are the qualities of the personality including culturological, linguoculturological, sociolinguistic observation, sociocultural susceptibility, sociocultural impartiality, ability to sociocultural education.

The model of the formation of foreign-language sociocultural competence of cadets of the Academy of the FPS of Russia of the conditions of application of interactive technologies includes: the sociocultural, competence-based, person-centered, activity approaches; didactic principles of training: principles of systematization, availability, consciousness, autonomy, subjectivity, differentiation and individualization, interactivity, communicative orientation, continuity, professional orientation. They determine pedagogical conditions of formation of foreign-language competence: accounting of specifics of the educational environment of non-language higher educational institutions, increase in motivation to cognitive activity of cadets, problematization of a training material. The structure of model includes three stages: the diagnostic, defining criteria of formation of foreign-language sociocultural competence of cadets; the forming, including selection criteria of content of training, organizational forms of work, the tutorial, a training algorithm; and the control stage presented by criteria and indicators of formation of this competence.

Stages of implementation of model

Implementation of model was carried out in realization of the following interconnected stages of experimental work.

The diagnostic stage

Determination of initial level of the formation of foreign-language sociocultural competence with use of methods of testing, questioning, statistical processing of results is presented at the diagnostic stage.

250 cadets of the Academy of the FPS of Russia were tested during the research. The analysis of results of diagnostic testing allowed to draw a conclusion that most of cadets have average (56 %) and low (24.5 %) level of the formation of foreign-language sociocultural competence.

The forming stage

The model of formation of foreign-language sociocultural competence of cadets of the conditions of application of interactive technologies includes following blocks: purpose, approaches, principles, pedagogical conditions, formation stages.

Formation of foreign-language sociocultural competence of cadets was carried out by means of realization of the following pedagogical conditions: a) purposeful inclusion in an education system of interactive technologies of training; b) implementation of formation of foreign-language sociocultural competence of cadets on the basis of the concept of personality-centered education taking into account didactic categories (the purpose, the contents, forms and methods, means, the principles and requirements) including structure, formation stages, set of components of foreign-language sociocultural competence (cognitive, activity, personal) and interactive technologies of training, methods (research; analysis of a condition of foreign-language sociocultural competence; diagnostics of level of formation of foreign-language sociocultural competence).

All considered didactic categories and components of foreign-language sociocultural competence which allow concretizing theoretical model of activity of the teacher of formation and development of foreign-language sociocultural competence of students of the conditions of application of interactive technologies of training are presented in the block of the forming stage.

Activity of the teacher is concerned with:

- selection of maintenance of a training material, main knowledge, abilities, skills which have to be acquired by students;
- optimization of methods, forms, tutorials,
- use of modern technologies of training,
- relationship between participants of educational process and interactive interaction.

Educational activity of cadets is:

- assimilation of content of a subject;
- use of interactive technologies of training for independent actions.

The forming block contains the following components: selection criteria of content of training, organizational forms of work, tutorial, training algorithm. Selection criteria of content of training define relevance and novelty of subject of material, its authenticity, compliance of the lexical and grammatical organization to level of formation of foreign-language sociocultural competence of cadets, a possibility of independent studying of material, its availability. At the same time optimum forms of work are classroom and out-of-class and also individual, pair, group and collective works. These forms can be combined. The teacher formulates the purpose, defines the sequence in material studying, terms of performance of tasks, criteria for evaluation of their performance.

The control stage

At this stage of an experiment for determination of level and identification of dynamics of formation of foreign-language sociocultural competence diagnostics were carried out by the same techniques, as at the stating stage. Data of a control experiment showed changes by all criteria, however significant they were only in the experimental group (EG) where there was a shift in number of cadets with high (64%) and

average (34%) levels of formation of foreign-language sociocultural competence. In the control group (CG) of significant changes in the level of formation of this competence did not occur (Figure 1, Figure 2).

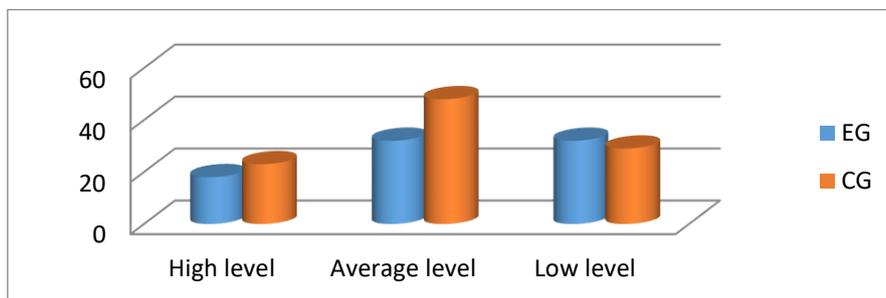


Figure 01. Level of formation of foreign-language sociocultural competence in EG and CG before experimental work

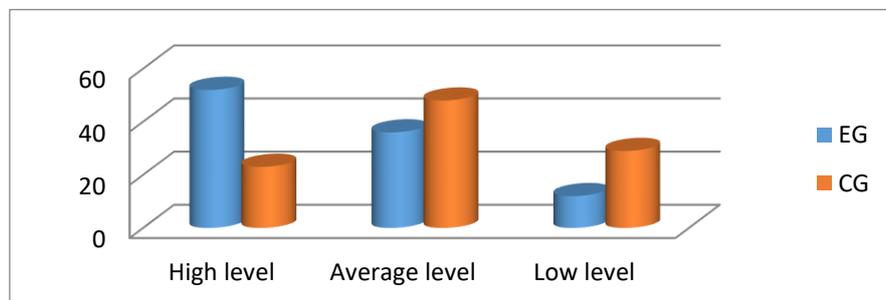


Figure 02. Level of formation of foreign-language sociocultural competence in EG and CG after experimental work

Studying of scientific sources allows to draw a conclusion that there are no special researches devoted to a problem of formation of foreign-language sociocultural competence of cadets of higher educational institutions of the FPS of Russia of the conditions of application of interactive technologies. At the same time formation of foreign-language sociocultural competence in detail is considered in works of Berdichevsky (1993), Bim (2002), Galskova (2004), Zimnyaya (1989), Steele (1989). Korotayeva (2007) and Belova (2002) studies are devoted to pedagogical efficiency of use of interactive technologies of training. Studying of domestic and foreign experience of use of interactive technologies allows to note that use of interactive technologies in educational process has significant effect on quality of teaching a foreign language at the higher school.

7. Conclusion

The foreign-language sociocultural competence of cadets represents the integrative personal education which is characterized by an opportunity to establish connection between knowledge and a situation, ability to find a problem, to find a way of its solution, formation at the studying personal educations promoting sociocultural adaptation (tolerance to representatives of foreign-language culture, empathic abilities of the participant of cross-cultural communication).

Effective formation of foreign-language sociocultural competence of cadets is reached due to realization of set of pedagogical conditions as which basis the personal focused didactic environment acts.

The main condition of formation of foreign-language sociocultural competence of cadets is introduction in educational process of the developed pedagogical model. The research proved that an important condition of formation of foreign-language sociocultural competence of cadets is use of interactive technologies of training.

On the basis of results of an empirical research it is established that as a result of realization of author's model at cadets' level of sociocultural knowledge, the empathic of abilities, the positive attitude towards the people of the country of the learned language, respect of an originality of foreign-language culture, tactfulness, etc. increased.

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