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## **Didactics of Cultural Self-determination of a Personality: Interdisciplinary Approach in the Humanitarian Educational Space at Teacher Training University**

Given the analyses of the factors including globalization, immigration, language turbulence and an identity wobble, which as it was shown by the micro investigation held, should be taken into account while planning training and learning sessions in the language classrooms, where the utmost importance for self-fulfillment of the personality of students becomes culture-oriented activity. Presented the author's view-point on pedagogical factors and methodical conditions of cultural self-determination of a student in the English language classrooms, on the use of some non-traditional methods and technique, especially, in vocational training. The work includes extracts from the developed by the authors programme.

**Keywords:** cultural self-determination of a student (CSD), BA students, EFL (English as a Foreign Language), ESP (English for Special Purposes), interdisciplinary approach, case studies, vocational training.

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## **Дидактика культурного самоопределения личности: междисциплинарный подход в гуманитарном образовательном пространстве педагогического университета**

Дан анализ факторов, включая глобализацию, иммиграцию, языковую турбулентность и колебание культурной идентичности, которые, как показало проведенное микроисследование, должны быть приняты во внимание на этапе планирования учебных семинаров и учебных занятий в языковых классах, где первостепенное значение для самореализации личности обучающихся приобретает культурно-ориентированная деятельность. Представлено авторское видение относительно педагогических факторов и методических условий культурного самоопределения студента на занятиях по английскому языку, на применение некоторых нетрадиционных методов и технологий, в частности, в профессиональном образовании. В работу включены выдержки из разработанной авторами программы.

**Ключевые слова:** культурное самоопределение студента, студенты бакалавриата, английский язык как иностранный, английский язык для специальных целей, междисциплинарный подход, метод кейсов, профессиональное образование.

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### **Cultural Self-determination of a Student as a value**

Why is CSD of a student of paramount importance in the framework of different vocational programs, training and learning sessions? What is the mission of the humanitarian educational space for cultural self-determination of a student? What is the modern information and education space? Which of the most significant characteristics of the humanitarian educational environment stimulate *culture identity and development*, both intellectual and professional? Which of the conditions, both psychological and didactical, should be taken into consideration while managing training and learning sessions? Which results of CSD of a personality characterize the learning process?

The above assets, time and again, are under discussion and investigation in numerous scientific studies of the problem connected with the personality [2; 3; 5; 6; 7; 8; 10; 11; 14; 16; 20] and, preferably, in light of the communicative and interdisciplinary approaches to the humanitarian educational space. And one of them concerns professionalism of a personality, his/her communicative competence, and 'national character'. New workplaces need highly qualified and competent staff whose successful activity starts at school/college/university, and, then, improves by special motivation for lifelong learning. Along with it, nowadays we live and work within global conversation, online communication of the disinhibiting effects, and cyberspace. What does it mean? William Gibson, who coined the term 'cyberspace', was right when he said that 'It's not really a place, it's not really space', because one regards cyberspace as somehow separate from the real world. One's behaviour there is very often different from the conduct in IRL (in 'real life') as it is nowadays called in webspeak.

That's why we have to point out in the introduction that the motives of the educational activities are the driving force that directs a student to actualise his/her knowledge, abilities, and skills (L. S. Vygotsky, A. N. Leontiev, S. L. Rubinshtein). Typically, the five prior motives determining the focus of cognitive activity of a personality are a) professional; b) personal prestige; c) pragmatic; d) cognitive and; e) social. In turn, they characterize the personality specifics of an adult student in different ways, i. e. what distinguishes him/her, for example, from the pupil who studies subjects in relation to the requirements of the school curriculum (FGOS), and needs daily stimulation, etc. [1; 9; 10; 11; 20].

One could not deny the fact that "a change of paradigm within the human sciences has allowed for three 'turns' within three of the core disciplines of foreign language studies, making possible the reestablishment of a

unitary object of study for the former philological departments: the pragmatic turn within linguistics, the linguistic turn within historical and cultural studies, and the cultural turn within literary studies" [12, p. 9–10]. The group of experts in the field of teaching for creativity at universities emphasize that "...today's students are born in an ever increasing technological environment surrounded by iPods, iPhones, video-games, mobile phones, cloud computing and other digital media. Thus, lecturers find themselves competing for attention and have to find ways to attract students' interest and attentiveness in a new way" [18, p. 133]. Moreover, we quite agree with Lilian Glass, the famous American expert in confident global conversation, and the author of the questions who asks "...have you ever not known what to say in a particular situation? Have you ever wanted to say something but felt too self-conscious? The number one fear in society today is the fear of talking in front of other people. After all, at school we are taught many new things, but nobody teaches us how to communicate with one another" [14].

Within the past twenty years, researchers in the field of linguistics [4; 6; 10; 11; 12; 13; 17; 19] suggest a new way for representing the experience through the signs/symbols and communicative interrelation between the members of socio-ethno-cultural community in a concrete situation — immigration, globalization, language turbulence and an identity wobble. This way is very useful for successful foreign language learning experience in vocational training. The following two viewpoints of the above approach are relevant also in this paper. The first one concerns the interdisciplinary relations between the disciplines in academic curriculum, i. e. EFL, LSP, Linguistics, Philosophy, History, etc. The second view relates to the interdisciplinary case studies for the practice of EL teaching via vocational training.

The curriculum of BA in the Humanities necessarily includes fundamental academic disciplines such as EFL, LSP, Philosophy, History, etc. The core skills are effective written and oral communication, cultural awareness and ability to integrate knowledge within a variety of disciplines, etc. Thus, nobody would deny the concept according to which "a discipline is knowledge or a concentration in one subjective field of study and interest. But the accelerating rates of scientific and technological innovation, globalization, and hybridization of cultures, new information, and growing fluidity in employment are among many changes that portrayed as forces of fundamental transformations in the social and educational landscape and vis-à-vis" [19, p. 590].

Each student needs to develop his/her professional competence, logic, personality, communication skills, and ability to handle pressure of a wide range of cultural barriers within his/her professional agenda. The above features are important factors for providing the professional activity with efficacy, in particular, in finding a job. But some of the researchers consider the value of general, vocational education which could regulate access to the 'vocational market segment', and the others give preference to vocational qualifications, acquired and guaranteed by the curriculum of vocational education [3; 4; 5; 7; 8; 9; 10; 12]. To stress the importance of the present day situation on the global labour market, researchers employ data in variables of monitoring. For instance, the monitoring of innovation activities of the innovative process for actors allows to study "problems and processes which are mutual for the spheres of science and the real economy sector in the chain of knowledge creation, transfer and industrial implementation (their 'intersection point')"; and to illustrate the necessity to "aggregate the engagement of individual actors (firms, research organizations and universities, researchers, and inventors, etc.) into cooperative projects, aligning their expertise, interests, and needs with the emerging networks of partners" [15, p. 165]. So, a significant increase in the numbers of jobs in IT, trade, tourist-related services, etc. is potentially important and these overall tendencies will continue. H. L. Hansen considers that "Foreign Language Studies have <...> an opportunity to develop a whole new branch of cultural studies that combines highly developed linguistic competences with an interdisciplinary collaboration between scholars trained and deeply rooted in a series of different disciplines within the Human Sciences" [17, p. 14].

Furthermore, changes in vocational education and approaches to forming skill components take place very quickly and correlate with the current breakthroughs in different fields of science. Currently, it is obvious that successful foreign language learning experience becomes invaluable for corresponding, negotiations and other kinds of partnership communications in the XXI century. Accordingly, English "as a core curriculum subject in anglophone countries and competence in English is often a requirement for higher education and for a range of employment" [16, p. 6], and great interest in investigating Case Studies for ELT practice could be explained by the peculiarities of curriculum requirements for students in the field of vocational training where "...successful completion of a vocational education programme is usually associated with a stronger position on the labour market" [12, p. 318].

Thus, the modern school must move on in this direction if we want visible and valuable changes of CSD of a personality within the global conversation. The previous education (school or college) should inspire every student by his/her own learning experience during FL classes. And teachers should not expect immediate and positive cooperation with their students. The latter should

be given their chance to choose and to become choosy within aims, content, methods, programmes, results, etc. It will take place if the opportunity of creating a favourable psychological and educational balance in the classroom or lecture hall is created. The likely microclimate as a necessity brings life experience into the creative classrooms where the teaching and learning processes should be carried out [1; 2; 13].

#### Methodology and Programme Structure

This research explored the concept of interdisciplinary approach to the humanitarian educational space from the viewpoint of its possibilities and variables of languages of education, particularly, in light of the case-study technology, for creating favourable psychological balance, effective pedagogical/didactical conditions in the background of the globalization of social, economic and language phenomenon which provoke personality's self-determination and self-realisation in life and work. We used the above approach to unfold and highlight the pros and cons, diagnose the deficiencies of the university educational environment from the point of view of CSD in the educational process. The above questions of prior importance for CSD of a personality for sure to come before planning and providing vocational projects because we are of the opinion that variables of languages of education (a word, gesture, facial expressions, languages of different disciplines, e. g. the Humanities and the Sciences, visual language information, the language of the author of the text in the textbook, the language, both verbal and non-verbal, etc.) should be used as necessary cultural means for self-realisation of the participants of the educational process to the fullest. Additionally, one of the conscious aims of these skills is the ability to integrate knowledge from a variety of disciplines fulfilling the mission of communicative and interdisciplinary approaches to the humanitarian educational space.

By the same token, in turn and in time, the selection of CSD as an independent theoretical concept of philosophical and pedagogical essence and a stand-alone element of cultural identity and integrity of a personality (both student and teacher) in the polyphonic educational space, built on the principles of interdisciplinary approach to the educational environment, allowed us to determine and also formulate a system of *psycho-pedagogical and didactic principles* (didactics) for formation and manifestation of national (natural linguistic) identity, social identity and professional choice for life as fruitful results of CSD, which were under thorough investigation for about 25 years [1-3; 9; 10].

*First*, the context of culture-oriented approach to technologies and content of pedagogical realia of modern education should be in the focus of any educational programme. *Second*, dialogue is the basics for the subject's content which is dialogical in its essence, and introduced via variables of learning situations, both semantic and role-playing. *Third*, the formation of communicative personality, aspiration to development priorities and domi-

nant convergent thinking should stimulate modern teachers to learn different assets of the subject's content, to discuss them together with the students, and to take into consideration their ideas and opinions concerning instructional enhancements in the traditional classroom; the distrust to students' intellect, capabilities and abilities has to be neutralised. *Fourth*, the growth of individual freedom could be achieved only in the space of polylingual culture as an important factor for the growth of intellectual, social and professional development of a personality. *Fifth*, according to this strategy, the problem of professional-communicative discourse is considered to be the cornerstone of comprehension of the Humanities, which takes place in the process of a dialogue [1; 2].

The methodological research on practice of ELT has been carried out by the authors at the Novosibirsk Teachers' Professional Re-Training Institute and the Novosibirsk State Pedagogical University (the past three years). It has been found out experimentally that, for to be successful, students need the real deal with extra information from a wide range of knowledge in EFL. Besides exercises from the programme's textbooks, a special case of additional exercises are used to direct them toward heretofore-neglected or rare issues for study, and to provide them with a clear and thorough view on these subjects.

How to develop necessary skills (i. e. effective written and oral communication, cultural awareness and ability to integrate knowledge from a variety of disciplines, etc.) during communication in the English learning classroom environment? What will be the outcome? We used to make most of two components for improvement of students' professional skills. The first component is to improve student's knowledge on authentic culture of the Motherland and foreign (English speaking mostly) countries.

The second one is to develop professional skills, transferable/functional, personal and knowledge-based, because "the use of translation tasks depends critically on the choice of an interesting authentic text and student engagement, and even grammar translation can be used as long as it is, crucially, done well. Many students do have a "feeling" for translation and should not be prevented from enjoying such activity" [13, p.159]. Along with it, in 'reflection' we see the way to examine links between the foreign language learning experience and the personal self-determination, and to discuss the issues of cultural identity and cultural self-determination of a student, because the focus on the case study as an essential technology in language learning practice and on the features of effective interdisciplinary case studies for practice of the ELT could be of paramount importance in vocational training.

#### **Case Studies for ELT practice as a novelty at universities**

*Results and discussion.* The curriculum of BA in Psycho-Pedagogical Education includes the fundamental academic discipline — English as a Foreign Language (EFL).

These EFL students study at non-linguistic specialty, i. e. Inclusive Education, so they need to develop their professional knowledge, logic, personality, communication skills, and ability to handle pressure of a wide range of difficulties in the future daily professional agenda. The EFL in curriculum must help to form and develop their communicative competence.

Students can achieve and sustain their foreign language proficiency through the benefits that accrue from active interaction in the English classroom. The key mean for teacher that bridges a gap between student engagement in educational process and language proficiency is reinterpretation of suggested language material. By the same token, our methodological research experiment was conducted during four terms at the Novosibirsk Teachers' Professional Re-Training Institute (NTPRTI) and the Novosibirsk State Pedagogical University (NSPU), in 2015–2017 academic years. We choose three groups of research participants: (G1 — expert) EFL teachers at Refresher Courses (NTPRTI) on advanced methods in the EFL classroom management and lesson design, EFL students of non-linguistic specialties (BA Psycho-Pedagogical Education) divided into two groups of 12 students each (G2 — experimental) and (G3 — control).

The (G1) consisted of 28 teachers, who discussed necessary requirements to the foreign language classroom management for students with B1 level (Threshold) according to the Common European Framework of Reference for Language. They pointed out the significant importance of using authentic materials and suggested wide range of effective solutions in the lesson design. Teachers from (G1) as experts evaluated the test results in the beginning and in the end of our research.

The EFL questionnaire is given to (G1), and the participants are asked to choose from a list several themes according to the criterion of B1 level resources with different tasks (for reading, listening, grammar and vocabulary). They choose the following thematic groups: *a)* expressing feelings; *b)* town and country; *c)* personal contacts; *d)* arts and culture; *e)* etiquette; *f)* landmarks; *g)* neighbourhoods; *h)* fitness and health; *i)* travel arrangements. Each theme is included into the case. For instance, the Case "Keep moving!" consists of thematic exercises which need a detailed explanation of grammar (e. g., complete the paragraphs/complete the sentences), vocabulary (e. g., read the clues and reorder the letters in brackets to make words), functions (e. g., complete the conversation in a museum by writing questions for the answers with some clues to help). Special attention is given to the students' listening, reading, and speaking skills, for example, some excerpts from the Case "Keep moving!" — 1. "My Native Region":

I. Draw a simple map of the Novosibirsk region/your native region. Label the important geographical and historical features. Choose three of the places you labeled. What would you tell a tourist about them? Discuss results with your group.

II. Prepare to write two-three paragraphs about Novosibirsk/your native village/town/city for a travel blog. Write about a different place in each paragraph. Think about which adjectives to use to describe the place and your feelings. Make sure you avoid repetition by using pronouns and a range a vocabulary.

III. "Group activity": 1. Form micro groups with 2–3 students in each one; 2. One person from each group is a guide and others are the tourists who visited Novosibirsk State Pedagogical University (NSPU); 3. You need to describe the NSPU using all categories (history, location, educational programs, research schools, student activities, museum etc.). Use as more different adjectives, adverbs and verbs as possible; 4. At the end of activity, the tourists should discuss and evaluate the excursion.

For example, some excerpts from the Case "Keep moving!" — 2. "United Kingdom Land & Settlement":

I. Translate a brief description of cultural peculiarities in Great Britain. Discuss the important geographical and historical features of England, Scotland, Wales and Northern Ireland. Choose the places you are interested in. What would you tell a tourist about them? Discuss results with your group.

II. Prepare to write two-three paragraphs about London for a travel blog. Write about a different place in each paragraph. Think about which adjectives to use to describe the place and your feelings. Make sure you avoid repetition by using pronouns and a range a vocabulary.

III. "Group activity": 1. Form micro groups with 2–3 students in each one; 2. One person from each group is a guide and others are the tourists who visited University College London (UCL); 3. You need to describe the UCL using all categories (history, location, educational programs, research schools, student activities, museum etc.). Use as more different adjectives, adverbs and verbs as possible; 4. At the end of activity, the tourists should discuss and evaluate the excursion.

#### **Distribution of students' answers**

By the same token, the description of the development of student's transferable/functional, personal and knowledge-based skills, as a second component for improvement of the professional skills, is presented here in brief. We suggest our students different questions on their future professional activity to be discussed, i. e. highly motivating behavioral interview questions. Can you tell me about the time when you failed to meet a deadline? Can you describe the time when you got classmates or group mates who dislike each other to work together and how did you solve this problem? Formulate two/three specific goals you set for yourself and what reasons led to your success when you met them?

From the start, and working on a problem solving, students study different tasks together (we use a group work and pairwork as a successful cooperation activity). At the same time, every (G2) student has an individualized educational path, but in cooperation with his/her group mates to create professional cases. Each student in (G2) is

given a compulsory test on activity results, a professional thesaurus of 10 flashcards with English terms and their detailed determination. Students of (G3) have absolutely the same tasks, but with no individualized educational path (with the following cooperation with his/her group mates, a test, and professional thesaurus flashcards). Our research uses a comparison between the results of the students' achievements in vocabulary, listening, reading, speaking, and writing skills in assessment of experimental (G2) and control (G3) groups' activity.

Here are some results of the experiment under discussion. 87 % of (G2) students approved their professional vocabulary vs. 62 % (G3); 43 % of (G2) students approved their listening skills vs. 41 % (G3); 91 % of (G2) students approved their reading skills vs. 66 % (G3); 79 % of (G2) students approved their speaking skills vs. 53 % (G3); 73 % of (G2) students approved their writing skills vs. 44 % (G3). As the main result, 82 % of (G2) students approved their communicative competence vs. 69 % (G3). It should be pointed out, that several (G2) students, who required extra attention during the training course, are mostly quiet and shy students with B1 level. They become more active and show much more interest in speaking.

#### **Conclusion**

To sum up, CSD presented here as a methodological concept with some of the variables of technological assets is sure to open up significant aspects to determine the novel realities of the educational process at Universities, allowing us, EFL teachers/professors to increase the use of varied cultural means of educational activities/practices for humanistic solution of the tasks set on the state level. For classrooms with reliable Internet connection and access to computers, a web quest is a great way to promote cultural awareness. EFL teachers can create their own cultural awareness web quest for their own teaching system used in the EFL classroom.

In Case Studies for ELT practice we see the innovative technology at universities, although there have been pros and cons among the researchers on the fruitful results of the Case study method in the humanitarian educational space. Our methodological research and humanitarian activities are sure to contribute much to the concept of the importance of the EFL classroom in the curriculum of non-linguistic specialties as an effective way for the development of the students' communicative competence, their cultural identity, and for encouragement of higher-order thinking. Meanwhile, teachers can raise students' awareness of their own culture by asking them to bring authentic materials to class for creating their own Case on Native Culture and describing them for the sake of representation the students' native culture, and their cultural identity.

For sure, some fragmentary examples presented in the short-term research do not explain a complete shape of our interdisciplinary case studies for the practice of EFL teaching in vocational training. They are sure to prove a fruitful idea how to represent them structurally as effective

tive means in the framework of the EFL classroom design, and to give grounds for further research of other educators, both scientists and teachers/professors of EFL.

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## РУБРИКИ ЖУРНАЛА «СИБИРСКИЙ УЧИТЕЛЬ»

**«Абрис проблемы»** — контур, очертание какой-либо сложной и актуальной педагогической проблемы. Приглашение к ее обсуждению ученых и практиков.

**«ФГОС»** — Федеральный государственный образовательный стандарт — вопросы введения ФГОС, замечания к проекту, открытое обсуждение положений стандарта и их реализации.

**«Заочный педсовет»** — обсуждение наиболее актуальных проблем в практической деятельности педколлективов. Гипотезы, предложения, опыт решения проблем отдельными педагогами и коллективами.

**«Наш методкабинет»** — проверенные опытом работы методические разработки по различным учебным предметам, педагогические технологии; консультации, советы методистов; знакомство с новыми приемами педагогической деятельности на примерах работы учителей-новаторов.

**«Из достоверных источников»** — законы, решения, постановления правительственных органов, областного и городского отделов управления образования по различным аспектам деятельности учреждений образования.

**«Форум»** — подробная информация о содержании областных и городских конференций, семинаров, совещаний педагогических работников.

**«В научном поиске»** — выявление закономерностей развития современного образования. Поиск путей, способов решения наиболее сложных педагогических проблем. Экспериментальная работа ученых и практиков.

**«Опыт зарубежных коллег»** — общезначимые проблемы педагогов зарубежья, анализ их опыта в сравнении с практикой отечественных педагогов. Информация о сотрудничестве сибирских и иностранных педагогов.

**«Из истории»** — материалы, раскрывающие истоки развития образования, статьи выдающихся педагогов прошлого, интересные, поучительные факты из учительской практики прошлых лет.

**«Личность учителя»** — исследовательские работы о талантливых работниках образования для использования этих материалов в работе учителя.

**«Информатизация образования»** — обсуждение актуальных проблем внедрения и использования информационных средств и технологий. Информация о новых формах представления знания в учебном процессе.

**«Мастер-класс»** — оригинальный разработанный метод или авторская методика. Сочетание короткой теоретической части и индивидуальной работы, направленной на приобретение и закрепление практических знаний, умений и навыков.

**«Созидая личность»** — обсуждение различных факторов воздействующих на формирование личности человека: объективных и субъективных, природных и общественных, внутренних и внешних, независимых и зависящих от воли и сознания людей и др.