

THE PROGRESS AND RESULTS OF THE EXPERIMENTAL WORK ON THE VERIFICATION OF THE EFFECTIVENESS OF THE PROCESS OF OBTAINING THE PROFESSIONAL COMMUNICATION STRATEGIES BY FUTURE MASTERS OF EDUCATION

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Abstract

The article gives the description of the process of obtaining the professional communication strategies by future Masters of Education. This process is based on a close connection with professionally oriented subjects and practical activities based on different practical tasks in the field of foreign language education. The professional communication strategies allow future Masters of Education to implement effectively all types of activities. The problem of the formation of professional communication strategies of future Masters of Education is currently very relevant.

The article represents the progress of the experimental work on the verification of the effectiveness of the proposed model of the formation of the professional communication strategies. The model is aimed at developing necessary linguistic abilities in the process of foreign language communication. The model contributes to developing motivation for the obtaining of the professional communication strategies in the process of foreign language education.

The article includes the results of the experimental work attested by the statistical analysis of the data. The results presented in the work support the conclusions drawn.

Keywords: strategies of professional communication, motivation, future Masters of Education, motivational-value criterion, intensive criterion, operational and activity criterion, personal development criterion, reflexive criterion.

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INTRODUCTION

Effective mastering of professional communication strategies in a multicultural environment can help future masters of foreign language education to solve professional problems in many aspects of foreign language education. There are different interpretations of the concept of "strategy" in modern pedagogical literature. However, most authors agree that the strategy is "a generalizing model of actions to achieve which it is necessary to obtain a set of goals. ... the set of rules for decision-making that guides a specialist in their work" [Zub 2005: 251].

The analysis of some theoretical researches has shown that there is an interest in problems related to the formation of professional communication strategies:

- in the field of methodology: E.I. Passov, G.A. Kitaygorodskaya, N.E. Kuzovleva, V.V. Safonova, P.V. Sysoev;
- in the field of psychology: A.A. Leontiev, A.N. Leontiev, I.A. Zimnyaya, S.L. Rubinstein, L.S. Vygotsky;
- in the field of pedagogy: A.V. Mudrik, G.M. Andreeva, V.A. Slstenin.
- in the field of theory and practice of teaching foreign language communication: I.I. Haleeva, S. Krashen, W. Rivers.

Professional communication strategies are directly related to social experience, which can be both the experience of the teacher and the experience of the student [Obraztsov, Panchenko 2002: 74-75]. Social experience is present in all the areas of future masters of pedagogical education and provides effective information exchange, coordination, interaction, mutual

understanding and creating a favorable psychological climate. Mastering the professional communication strategies increases the level of professional culture of future masters of pedagogical education, which in turn increases the professional level of pedagogical activity [Chunikhina 2013: 81]. A. V. Mudrik especially emphasizes the need for the future Masters to acquire knowledge, skills and techniques for conducting a dialogue in a specific situation, reflecting the specifics of the relationship with the subjects [Mudrik 1984: 36-37].

MATERIALS AND METHODS

The pedagogical experiment was aimed at improving the effectiveness of the process of mastering professional communication strategies as communicative skills aimed at "solving professional problems in changing conditions" are

necessary when mastering strategies for professional communication [Slastenin 2010: 65]. Therefore, 50 students of the training specialty "44.04.01. Language education (foreign languages)" of the faculty of modern languages of the Kursk State University took part in the experiment. The work has been organized from 2017 to 2020 to identify the effectiveness of the process of mastering the professional communication strategies by future masters of Education. To determine the effectiveness of the pedagogical experiment on the formation of the professional communication strategies for future masters of Education, the following criteria were chosen: the motivational-value criterion, the contensive criterion, the operational and activity criterion, the personal development criterion, the reflexive criterion (Table 1).

Table 1. Criteria and indicators of formation of the professional communication strategies for the future masters of Education

Criteria	Indicators	Diagnostic methods
the motivational-value criterion	1) necessary level of motivation for mastering professional communication strategies	questionnaires
	2) system of values	M. Rokich's Method
the contensive criterion	3) psychological and pedagogical knowledge necessary for effective implementation of the professional communication strategies	tests
	4) linguistic and socio-cultural knowledge necessary for effective implementation of the professional communication strategies	tests for socio-cultural and linguistic knowledge
the operational and activity criterion	5) the ability to analyze situations of professional interaction	video analysis
	6) the ability to use tools that ensure effective implementation of the professional communication strategies	practical training
the personal development criterion	7) the ability to apply strategies to determine the direction of the individual trajectory of personal development	studying of success stories
	8) the ability to adopt strategies for implementing the individual trajectory of personal development	
the reflexive criterion	9) the ability to analyze the effectiveness of the professional communication strategies in their own activities	video analysis
	10) the ability to analyze the effectiveness of the professional communication strategies in the activities of colleagues	creating a personal road map

FINDINGS

T. Parsons points out that communication is homogeneous with communication between individuals, with their interaction [Parsons 1996: 462]. Person as the subject of language communication, the "creator" and "user" of the language becomes one of the central aspects of communicative and pragmatic linguistics, which has received priority over the past thirty years" [Grigorieva 2007: 5]. Therefore, according to L. S. Vygotsky, communication arises in the course of public practice, and is a fact of objective reality [Vygotsky 1982: 295]. In the process of conducting the ascertaining stage of the experiment, a questionnaire was used for the students of the training specialty "44.04.01. Language education (foreign languages)". The goal of the survey was to identify the need to organize a purposeful process aimed at mastering the professional communication strategies of future masters of Education. The majority (90%) of the surveyed undergraduates stated that proficiency in the professional communication strategies is an integral part of their future professional activity. However, 30% of the respondents expressed the view that the mastery of these strategies takes place in interdisciplinary communication and practical exercises. Absolutely all of the interviewed undergraduates noted that professional communication strategies are the basis for effective

professional interaction with both students and social partners, as well as for personal development.

- In order to determine the level of formation of the motivational-value criterion, a questionnaire was applied to determine the level of motivation of the subjects for mastering the professional communication.
- In order to determine the contensive criterion, the undergraduates performed tests that reflect psychological, pedagogical, linguistic and socio-cultural aspects of professional training for future masters of Education.
- In order to determine the operational and activity criterion, the undergraduates were asked to analyze and solve some problem situations in the process of professional communication based on linguistic, socio-cultural and psychological factors.
- In order to determine the criterion of personal development, the undergraduates were asked to design their own individual trajectory of their own development with the prospect of personal growth and present ways to realize it for the next three years.
- In order to determine the reflexive criterion, the undergraduates were asked to analyze the adequacy of the

application of professional communication strategies in their own professional activities and in the professional activities of their colleagues.

Taking into consideration the results of the ascertaining stage of the experiment, it was concluded that the level of the proficiency in the professional communication strategies for the undergraduates is insufficient for the successful implementation of future professional activities. This conclusion was obtained by analyzing the results of the survey and tests with selected criteria. In turn, the culture of communication reflected in the professional communication strategies provides the future Masters with methods and tools that bring their professional activities to a qualitatively new professional level [Zimnyaya 2003: 34-42].

The formative stage of the experimental work was aimed at identifying the level of motivation for mastering the strategies based on the use of a specialized questionnaire. The method of M. Rokich was also used to determine the most significant value orientations [Rokich 1973: 20-28].

The goal of the formative experiment was:

- to develop a technology for mastering the professional communication strategies,
- to check out the conditions that ensure the effectiveness of mastering the professional communication strategies,
- to check out the program for the course "Application of the professional communication strategies in the field of foreign language education".

During the formative stage of the pedagogical experiment, the undergraduates were offered various tasks according to the developed methodology. In the course of experimental work, the algorithm of mastering the professional communication strategies in the preparation of future masters of Education was tested. The algorithm was aimed at effective mastering of the strategies and included such stages as:

- 1) the immersion in the environment of the language being studied;

- 2) the differentiation of the professional communication strategies;
- 3) the imitation of the professional communication strategies;
- 4) the updating of the professional communication strategies;
- 5) the analysis of the adequacy of the used professional communication strategies [Besedina 2018: 4].

During the formative stage of the pedagogical experiment, this algorithm was adjusted, and the course content was changed according to the educational needs of the subjects. The formative stage was aimed at acquiring the ability of the undergraduates to adequately analyze the situation of professional interaction and use the tools that ensure the effective implementation of the professional communication strategies.

The experimental data obtained in the course of the study was processed by statistical methods based on the use of the criterion

(Chi-square). This χ^2 criterion is used "to compare the distribution of objects of two aggregates by the state of a certain property based on the measurements of this property in two independent samples from the calculated aggregates" [Grabar, Krasnianskaya 1977: 96].

The reliability of the obtained conclusions based on the application of the χ^2 criterion is ensured by compliance with a number of necessary requirements [Grabar, Krasnianskaya 1977: 96-97]:

- 1) randomly determining the composition of the studied samples of considerable volume (in the study, the samples were formed randomly:
 - 24 future masters of Education in the control sample;
 - 26 future masters of Education in an experimental sample);
- 2) sample independence;
- 3) the ability to use a simple scale with just two categories. In the course of this research work, the ordinal scale was formed with three levels: low, medium, and high.

The distribution of future masters of Education by levels of formation of the indicators of motivational and value criterion in each group at the ascertaining stage of the experiment is presented in the Table 2.

Table 2. The distribution of future masters of Education of control and experimental groups at the ascertaining stage by levels of formation of the indicators of motivational and value criterion

The indicators	The control group (people. / %)			The experimental group (people. / %)			Chi-square
	Low	Medium	High	Low	Medium	High	
1. The motivation to mastering the professional communication strategies	13	7	4	12	9	5	0,32
	54 %	29 %	17 %	46 %	35 %	19 %	
2. Value system	12	8	4	14	7	5	0,25
	50 %	33 %	17 %	54 %	27 %	19 %	

To calculate the empirical value of the χ^2 criterion the following formula was used [Novikov 2004: 52]:

$$\chi_{\text{emp}}^2 = N * M * \sum_{i=1}^L \frac{\left(\frac{n_i}{N} - \frac{m_i}{M} \right)^2}{\frac{n_i}{N} + \frac{m_i}{M}}. \quad (1)$$

In the formula 1 the value of N stands for the number of the future masters of Education, members of the experimental group and equals to 24 (N=24), M is the number of the future masters of Education, members of the control group and equals to 26 (M=26), L is the number of development levels (L=3: low, medium, high), n_i is the number of the members of the experimental group that received i-a level ($n_1 = 13, n_2 = 7, n_3 = 4$), m_i is the number of the members of the control group that received i-level ($m_1 = 12, m_2 = 9, m_3 = 5$). Therefore, using formula 1, we get:

$$\chi_{\text{emp}}^2 = 24 * 26 * \left(\frac{\left(\frac{13}{24} - \frac{12}{26} \right)^2}{\frac{13}{24} + \frac{12}{26}} + \frac{\left(\frac{7}{24} - \frac{9}{26} \right)^2}{\frac{7}{24} + \frac{9}{26}} + \frac{\left(\frac{4}{24} - \frac{5}{26} \right)^2}{\frac{4}{24} + \frac{5}{26}} \right) = 0,32 \quad (2)$$

The critical value of the criterion for the significance level of 0.05 with three gradations is 5.99 [Bolshev, Smirnov 1983]. The empirical value of the criterion is less than the critical value for the studied indicator:

$$\chi_{\text{emp}}^2 < \chi_{0,05}^2 (0,26 < 5,99). \quad (3)$$

That algorithm allows us to accept the null hypothesis, which determines that the levels of the indicator "The motivation to mastering the professional communication strategies" for students of the control and experimental samples at the ascertaining stage are equal. Thus the alternative hypothesis claims that the levels of the indicator "The motivation to mastering the professional communication strategies" for students of the control and experimental samples at the ascertaining stage are not equal.

Same as previous, in the formula 4 the value of N stands for the number of the future masters of Education, members of the experimental group and equals to 24 (N=24), M is the number of the future masters of Education, members of the control group and equals to 26 (M=26), L is the number of development levels (L=3: low, medium, high), n_i is the number of the members of the experimental group that received i-a level ($n_1 = 12, n_2 = 8, n_3 = 4$), m_i is the number of the members of the control group that received i-level ($m_1 = 14, m_2 = 7, m_3 = 5$). Therefore, using formula 1, we get:

$$\chi_{\text{emp}}^2 = 24 * 26 * \left(\frac{\left(\frac{12}{24} - \frac{14}{26} \right)^2}{\frac{12}{24} + \frac{14}{26}} + \frac{\left(\frac{8}{24} - \frac{7}{26} \right)^2}{\frac{8}{24} + \frac{7}{26}} + \frac{\left(\frac{4}{24} - \frac{5}{26} \right)^2}{\frac{4}{24} + \frac{5}{26}} \right) = 0,25 \quad (4)$$

In the calculation of the formulas the Excel Calculation Services were used (Illustration 1).

Experimental group	Control group		
24	26		
	1	2	3
n	12	8	4
m	14	7	5
	1	2	3
Sum	5,68958E-05	0,000273943	7,3051E-05
Chi-square=	0.252027175		

Ill. 1. The calculation of the formulas in the Excel Calculation Services

DISCUSSION

Considering the application of the criterion for comparing the performance levels of the professional communication strategies of the future Masters of Education in terms of "The motivation to mastering the professional communication strategies" in the

control and experimental samples on the recital stage, we should denote the null hypothesis that states that the students of the control and experimental samples have equal levels in terms of "The motivation to mastering the professional communication strategies" on the recital stage.

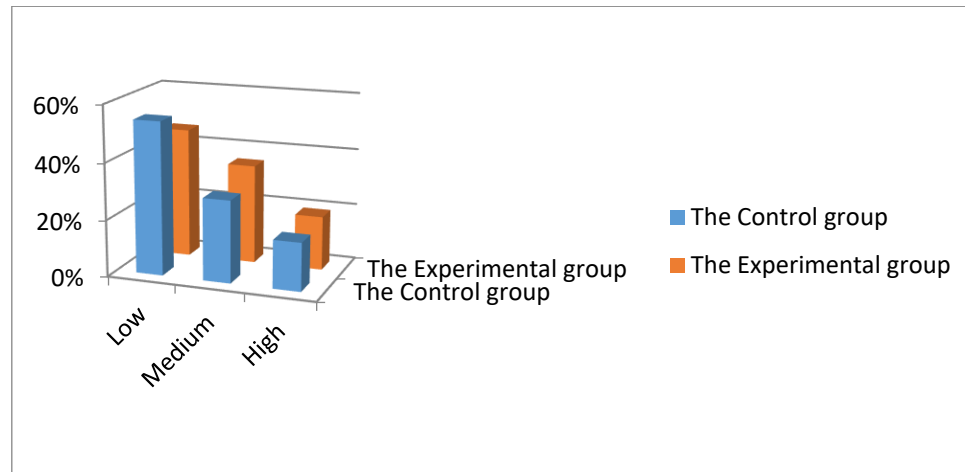


Diagram 1. The diagram of distribution of the students by the levels of formation of the indicator "The motivation to mastering the professional communication strategies" at the ascertaining stage.

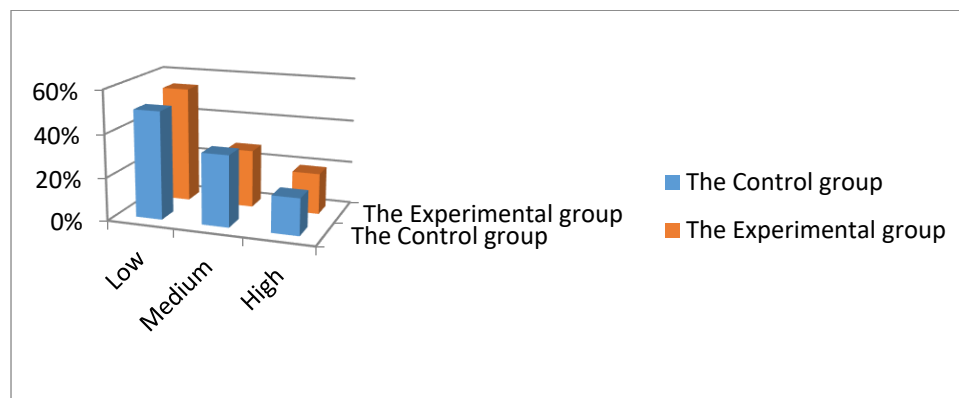


Diagram 2. The diagram of distribution of the students by the levels of formation of the indicator "Value system" at the ascertaining stage.

The application of the contentive criterion in the process of experimental training proved the effectiveness of the developed system of tasks aimed at mastering the professional communication strategies. During this experiment, students were offered tasks aimed at:

- the characteristics of native speakers. For example, the future Masters learnt about the following facts, during the official greeting Americans raise their eyebrows, the British shake hands on acquaintance, but at the next meetings they try to avoid tactile contacts;
- differentiation of communication strategies. For this stage, the following types of tasks were offered:
 - ❖ to watch scientific presentations and to identify the applied strategies;
 - ❖ to practically apply various strategies when entering into communication, maintaining it, and completing it;
- imitation of communication strategies. The task for this stage was to study intonation in different communication styles. To conduct a comparative analysis of professional communication strategies from the following points of view: Images of Russia for Americans, Images of America for Russians;

- updating communication strategies. At this stage, discussions were held on the following topics: "Communicative strategies in the multicultural world", "The main peculiarities of different communicative strategies";
- analysis of the adequacy of the used communication strategies. This stage was characterized by such aspects as: adequacy of purpose of the communication, the evaluation of the source of the communication, the adequacy of the means and forms of the communication, the adequacy of non-verbal forms of the communication. As practical tasks were offered:
 - ❖ reports on the pedagogical experience of introduction to another culture;
 - ❖ reports on problems of foreign language education;
 - ❖ reports on communication with representatives of the scientific community [Besedina 2018: 6].

Considering the results of the tests on psychological, pedagogical, linguistic and socio-cultural knowledge necessary for effective implementation of the professional communication strategies from the Diagrams 3 and 4 we can deduce that all the future

Masters of Education do not possess the complete knowledge of the above mentioned aspects.

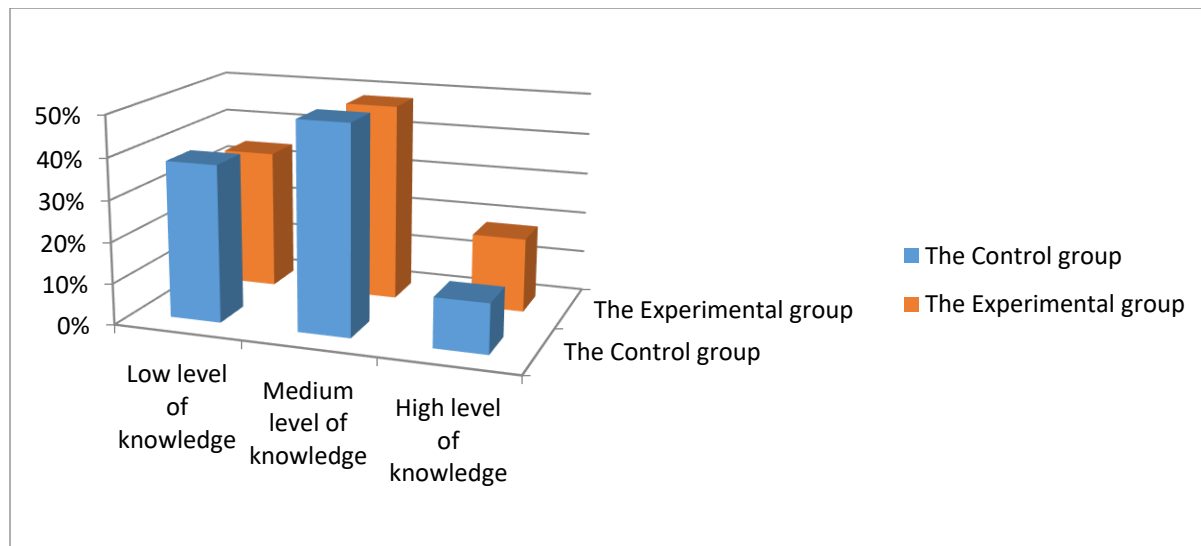


Diagram 3. The results of the tests on psychological and pedagogical knowledge necessary for effective implementation of the professional communication strategies.

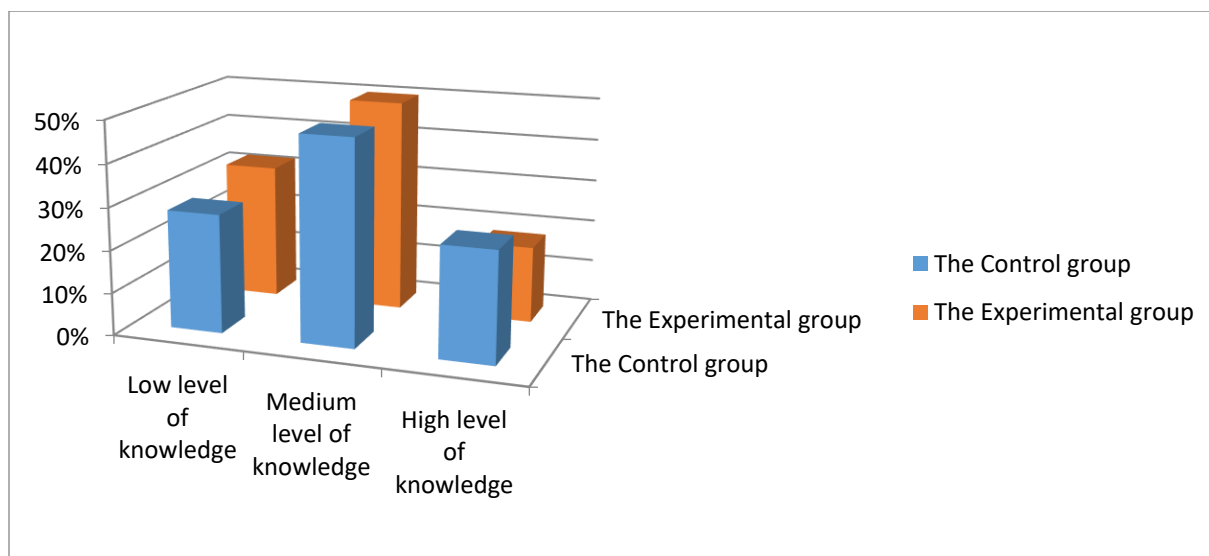


Diagram 4. The results of the tests on linguistic and socio-cultural knowledge necessary for effective implementation of the professional communication strategies.

Thus, the need of the implementation of the new model of professional communication strategies was proved.

CONCLUSION

The concept of speech activity of A. A. Leontiev is fundamental to this study. A. A. Leontiev believed that, in order to communicate, a person must have a number of skills. First of all, they must be able to plan their speech correctly and choose the content of the communication act correctly. Secondly, a person should find adequate means to transmit this content. Thirdly, they must be able to provide feedback. If any of the links in the communication act are violated, the speaker will not be able to achieve the expected results of communication – it will be ineffective" [Leontiev 2001: 62].

The results of the final diagnosis showed that the subjects' motivation significantly increased in carrying out professional interaction, and the students have developed social values. Their

level of communication skills and socio-cultural knowledge also increased.

The future Masters of Education should "be prepared to carry out their training activities, depending on the prevailing and changing conditions in order to find adequate methods to achieve the goal" [Kuzmina 1985: 29].

The results of the pedagogical experiment indicate that the proposed learning model is effective, as evidenced by a fairly high dynamics in all indicators in the experimental group compared to the control group.

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