

Influence of communicative culture on the professional development of students in institutions of higher technical education

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Abstract. The current paper deals with the role and place of the communicative culture of students in the education system in institutions of higher technical education. The communicative competence of students in the technical field is not enough sufficient for communication, including the professional sphere. Today, there is a decline in the cultural level of the modern generation. This fact can be explained by various reasons, including social and economic, moral and ethics, ethnocultural, language, innovative and etc. Training of highly qualified specialists for technical sphere without proper teaching communicative culture is less fruitful as speech culture is an important indicator of professional competence of any specialist. Being a tool of professional activity of a future expert, speech culture aims to deal with complex problems related to teaching the norms of the Russian literary language to students, as well developing their rhetorical abilities and skills. Ways of achieving this objective include self-study for students, efficiency in applying teaching methods, assessment of knowledge acquired and tasks requiring creative strategies

1 Introduction

Currently, the issues of language and speech culture have gone beyond the scope of philology, being considered by various sciences: psychology, pedagogy, rhetoric and etc.

As is known, speech culture is a part of a personality culture. In the modern era of higher education, there is a professional need for language skills in all fields of human life. Thus, the special role of higher education is not only to train the qualified specialists for various sectors but also provide the university graduate with the necessary knowledge and language skills to be able to be an effective manager in the chosen specialty. In this regard, we have approached the subject in terms of teaching speech culture in an institution of higher technical education.

Based on teaching practices, it is possible to make an observation that students demonstrate jargon and vulgar words, low colloquial words, and violation of rules of speech in their professional speech. So, they have problems with the current state of speech culture. As a rule, inexpressive, phonetically illiterate speech, incorrect semantic structure of sentences, non-verbal expressions and gestures impact negatively the participants of communication. It undermines the authority of a speaker, gives rise to mutual mistrust, creating the impression of incompetence and lack of professionalism. As a result, the effectiveness of communication is not achieved and it leads sometimes to communication failure.

Thus, the improvement of the educational process in institutions of higher education is especially important at the current stage when educational content is rethought and the student is the central subject of teaching. Moreover, the education process turns to a training and scientific one, based on the integrated and developing way of education. It is therefore envisaged to give special attention to developing the communicative culture of students in technical universities. A comprehensive study of language could improve the language culture of students in technical fields. Eventually, it will enhance the quality of professional and social culture of a future highly educated technical specialist, member of professional communication. [8].

2 Results and discussion

Related to the above-mentioned issues, in this study we base our approach on the consciously created pedagogical environment. It includes external conditions which determine the choice of contents, forms, and methods of education, aimed at developing speech culture in students of a technical university.

Analyzing the causes of a decrease in speech culture, it is necessary to note that the cancellation of oral final examinations in literature and history in the country's schools and their replacement by Common State Examination have contributed to this negative tendency. As a result, school leavers are no longer in need to learn how to express their ideas orally or in written form. University students have different levels of speech culture and motivation to develop it. Being a part of the

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professional culture, speech culture is a professional value of a future expert, namely engineers. Therefore, it is necessary to create pedagogical conditions for developing speech culture of students.

This paper treats the term culture of speech as a continuing process of raising the level of speech quality. It is based on the awareness of speech culture as a value in professional activity. It presupposes knowledge of literary norms, rules of communication, skills, and abilities, providing a personality with tools for achieving communicative tasks at a certain level. Moreover, it requires an aspiration to develop speech culture with intended teaching activities [10, 2].

Related to the above, we consider the pedagogical experiment as the appropriate research method. It makes possible to find out the level of student speech culture, provide the theoretical base and test the level of formation of speech culture of students in a technical university.

This paper deals with speech culture as one of the subsystems of the educational process. It focuses on the competence approach and person-oriented model of education. Therefore, it brings pedagogical conditions for developing subject-subjective relations with all participants.

Scientific and teaching method materials used at seminars, practical lessons and binary lectures on «Speech communication» provide the formation of speech culture and development general cultural competence in students of a technical university while studying humanitarian sciences.

The issues of speech culture formation in specific specialties have received scholarly attention for a long time. However, the analysis of theoretical conclusions and knowledge on speech practices in society make it possible to find out that there is a contradiction between the practical need in effective teaching culture of speech and its insufficient development in pedagogical science. [2, 6].

Unfortunately, it should be noted that traditional methods of teaching the culture of speech in higher education do not always work. It is not enough to study vocabulary, spelling, logic and etc.

The problem of the development of speech culture belongs to the fundamental challenges of pedagogical science. Currently, education is aimed at personal development. Moreover, the central concept is language. Understanding of language as an intergraded component of human development means the search for effective approaches to teaching students to speech culture, including those learners who have not been exposed to education action for developing communication techniques. There are numerous critical observations about speech culture decline and fair claims on the social and cultural significance of language in the life of Russian people. Thus, it is essential to move from the statement of a crisis in speech culture to the formation of the culture of speech, focusing on various types of linguistic personalities. Pedagogical methods, aimed at various groups of learners, have one thing in common: it is now timely to develop persons, being able to speak, think and act according to their own principles. Thus, the

balance between thought and word, speech and communication behavior seems to us highly relevant.

It should be stressed that the process of humanizing professional training of students in the technical field should not only include humanitarian disciplines into the curriculum of technical universities. Humanizing objectives are related to the personal development of a highly qualified specialist and this determines the education system of a university, contents of pedagogical work, forms and working procedures with students. The concept of a learner-centered approach makes it possible to consider the problem of the development of student speech culture in the context of higher technical education. The main aim of university activity is to provide professional development of a future engineer with speech development, knowledge and skills. The advances in psychological and pedagogical sciences as well integration processes within philology itself make it possible to target a personality, being able to determine cultural development, particularly, values of speech culture development [1].

When students study humanitarian disciplines, they enrich their knowledge about the culture of speech and their skills become automatic. Thus, we have made use of such active training forms as a master class, problem-solving tasks, emotional-expressive means and etc. It enables to encourage the creative activity of a teacher as well a student for informative communication, aimed at internal structures of technical students for their self-improvement, namely, self-organization, self-realization, self-correction, and self-actualization. The involvement of students in institutions of higher technical education in creative activity is one of the characteristic principles of this method, that is, a combination of technologies for problem teaching; interactive forms of education and communication-based techniques for teaching the culture of speech [3,7].

2.1 Research experiment

The study deals with the development of the communicative culture of students of a technical university within the main educational program and additional training. Unlike the available research on this problem, this study provides a list of speech deficiencies which affect the efficiency of professional communication. Thus, it enables us to propose a set of teaching conditions for eliminating the weakness and increasing the efficiency of speech culture formation of students in a technical university.

The experimental research was conducted at the branch FSBEI HE «Ufa State Petroleum Technological University» in the city of Oktyabrsky, Republic of Bashkortostan (UGNTU branch in the city of Oktyabrsky hereunder). The study covered 400 full-time students.

The research was divided into three stages.

The starting point for the experimental research included the analysis of the related domestic and foreign research topics and the experience of teaching practices of higher vocational education. We studied training and

speech culture requirements to students in technical universities as well. The specification of the general cultural competence, identification of the indicators of the levels of the formation of speech culture and determination of pedagogical conditions were analyzed.

Among the pedagogical conditions, which contribute to the formation of speech culture, there are: relations between humanitarian disciplines and disciplines of professional training of students in speech culture, taking into account student linguistic identity and psychological and pedagogical principals of forming linguistic personality; the system of tasks, aimed at forming practical skills. Moreover, the article provides recommendations for overcoming speech deficiencies and improving the quality of communicative speech of students in the technical field.

The second stage of the research involved the formative experiment on testing the developed pedagogical conditions for forming speech culture in students of UGNTU branch in the city of Oktyabrsky.

The third stage of the research included verification, data analysis and processing the results of the experiment. The efficiency of the pedagogical conditions, aimed at forming the speech culture of students of petroleum technical university, was tested. We interpreted the results of the survey and clarified the conclusions of the study.

At the start of the experiment, we found out the factors and conditions influencing the level of speech culture formation of students. Specific tasks on humanitarian disciplines, aimed at developing communicative culture, were defined. The teaching technologies included logic and heuristic methods as well. Throughout the research, the students of the petroleum technical university were provided with lectures (binary interdisciplinary lectures), group practical lessons (practical lessons with play-based activities and interdisciplinary basis) and individual conversations. This stage of the experiment also involved the questionnaire to identify the indicators of speech culture development.

A survey, conducted among full-time students of UGNTU branch in the city of Oktyabrsky, has shown that all the respondents have an average level of speech culture development.

The level of cognitive development was identified by teaching developed exercises to the students and monitoring student classroom activities. The formative stage of the research experiment involved the implementation of a range of proposed pedagogical conditions. The formative experiment was conducted as follows. We used pedagogical technologies, aimed at developing student communicative culture, to create an educational environment where teachers and students were equal partners in the educational process. The development of speech culture was monitored through the whole process of education.

The students of 21.03.01 «Oil and gas business» и 15.03.02 «Oil field machinery and equipment» participated in the study. In accordance with the tasks of the experimental research, the students were divided into

groups: the first group included the students in their first-second year, the second one consisted of senior students.

Interviews and oral creative tasks gave an opportunity to determine the initial level of communicative culture. It has been found out that the groups of the third- and fourth-year students demonstrate the high level of speech culture. Thus, these groups are selected for the experimental research as the control group (CG), while the students of the 1st and 2nd year are in the experimental group (EG) (table 1) [8, 3].

Table 1. Level of student speech culture

Motivation to increase speech culture	Level, %		
	low	average	high
CG	12	54	34
EG	19	49	32

We consider that seminars lay the foundation for the development of speech culture of students. It makes possible to involve students in communication where they use their own style of speech. As a result, the implementation of the first pedagogical condition, that is, creating trusting teacher-student relations, encouraged sincerity in communication, constructive criticism, friendliness, and tactfulness, providing the development of the partnership between teachers and students. [4].

During the experimental research, the teachers tried to improve communicative and reflexive skills of the students in the experimental group. It enabled the students to ask, absorb and analyze the necessary information on their own. They gained skills in argumentation and reasoning as well. The regular involvement of students in productive dialogues facilitated practical skills, created a favorable atmosphere and encouraged cooperation between teachers and students. [7].

The formative experiment at practical lessons in small groups stimulated the development of communication skills. Moreover, the students demonstrated an increase in the level of their speech culture due to the creative approach to assignments.

The final stage of the formative experiment in developing a communicative culture in students of UGNTU branch in the city of Oktyabrsky included the analytical and correctional measures of teaching activity. Based on the criteria indicators of development of speech culture in the students of a technical university, which were developed at the initial stage of the experiment, we compared the results, obtained in EG and CG.

Tables 2 и 3 present the comparative characteristics of speech culture improvement of the students in CG and EG at the end of the experiment.

Thus, while comparing the results of the students, participated in the experiment in UGNTU branch in the City of Oktyabrsky, we can sum up that the level of speech culture has considerably become higher; in this regard, the results are representative in EG, where the experiment has been conducted.

Table 2. Level of development of student communicative culture

Motivation to increase the level of speech culture groups	Level, %		
	low	average	high
CG	8	56	36
EG	8	55	37

Table 3. Comparative analysis of characteristics in the level of cultural competence (CC) formation in students

Level of speech culture of technical students	CG, % 202 people		EG, % 202 people		Comparative analysis, %	
	нач	кон	нач	кон	КГ	ЭГ
	Oral speech	88	92	81	92	+4
Jargon words	30	28	30	27	-2	-3
Parasitic words	45	44	47	42	-1	-5
Abbreviation of words	24	22	30	18	-2	-12
Distortion of words	18	16	22	16	-2	-6
Usage of compound words	8	26	7	26	+18	+19

In order to process the experimental results, we used mathematical statistics. The integrated implementation of teaching conditions for forming speech culture in students of UGNTU branch in the city of Oktyabrsky, as well a partly interdisciplinary approach made it possible to draw a conclusion. A technical university demonstrated the potential to train not only specialists, being able to work in an increasingly developing business environment, but also humane and thinking personalities with a well-developed culture of speech. [12].

3 Conclusion

Thus, the results of the research provide the evidence that the pilot experiment, aimed at forming speech culture in students of UGNTU branch in the city of Oktyabrsky, influenced the work efficiency and contributed to the improvement of the communicative culture of every student, participated in the experiment.

The culture of speech is an ongoing process of selection and usage of those linguistic resources that are relevant in a particular situation of communication and most effectively fulfil communication as well as pedagogical objectives in the real situation of the educational process in UGNTU branch in the city of Oktyabrsky.

The article may be recommended to teachers of higher and secondary education institutions to provide the formation of a communicative culture of students in technical fields. The research does not claim to offer comprehensive findings on the topic and the study can be continued.

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