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Pedagogical means of the marker-technology in the student's lingvo-communicative culture formation

Speaker's lingvo-communicative culture in a native or foreign language isn't developed all by itself in the socialization process. On the contrary it is always an object of the special formation in an educational process that underlines the necessity of lingvo-communicative culture research as a pedagogical issue. The researches finding out conditions of student's lingvo-communicative culture formation point out several means and conditions experimentally proved within the process of teaching. Among them are: text activity in the foreign language, verbal educational situations, the choice of pedagogically significant content of teaching, actualization of the reflexive students' activity (K.Sh. Bikmurzin, V.L. Temkina, E.U. Tuchkova) [4; 5; 6].

According to V.L. Temkina a purposeful upbringing of the estimating attitude to the utterance (that includes speaker's understanding of the communication aim, taking into consideration the situation and the conditions of the communication, a place, an addressee and predicting the impact of the utterance on the interlocutor) could be considered as the condition of lingvo-communicative culture formation.

Lingvo-communicative culture is a dynamic personal quality, which manifests itself in the process of verbal activity based on the system of value orientations of the personality, knowledge, cultural norms of speech and behavior, lingvo-communicative skills, providing creative character of situational mediated verbal activity and personal reflection. It includes the attitude of the subject to the objectives, the process and the results of communication, expressing in it personal qualities, the integrity and thoroughness of compliance with the linguistic and behavioral norms of communication. The lingvo-communicative culture manifests itself in adequate understanding, meaningful self-esteem and positive perception of the partners in lingvo-communication. It expresses the nuances of their relationship, manifests itself in the subject position of the person in the form of constructive suggestions that require independence, activity and creativity, encouraging for self-reflection, self-assessment, self-improvement [2, p. 10; 5; 7].

The formation of lingvo-communicative culture is based on «the complication of the verbal activity, its structure; a teacher's treatment of a student as a subject of the

verbal activity; forcing of the subject-subject relations in the process of their co-activity» [5, p. 99]. In such a context a particular meaning is given to the activity, person's creative character of the lingvo-communicative culture formation which supplies the inclusion of the subject of the educational process into significant activity, allows to reveal previously unknown unique capacities of the subjects of the educational process, provokes the need of self-development, self-realization, implants the wish for self-perfection. Nevertheless the capacities of the whole subject-oriented marker-technology suggesting the development of the student's habit of a systematic work on himself, a creative attitude to his own personality, his moral premise and life orientations (V.A. Slastenin, V.I. Slobodchikov, E.N. Shiyanov) in conformity with lingvo-communicative culture formation are not studied well enough.

The essential characteristics and peculiarities of the lingvo-communicative culture functioning in university educational process proved our interest to subject-oriented marker-technology that presupposes the transition from subject-object relations to subject-subject ones. The aim of the technology is a creation of the complex of conditions for lingvo-communicative culture formation which could supply cognition, communication and subject position of a student's personality. According to our opinion the detection of the conditions when pedagogical means of the marker technology form active doers of communication activity allows to solve the problem of lingvo-communicative culture formation.

The Russian language dictionary gives the definition to the word capacity as «means, condition necessary for brining something to life; a possible condition». As applied to our research capacities denote the conditions, means that could be used to achieve the goal.

The active student's basis, his becoming the subject of his own development and perception – is one of the main propitious conditions made by the marker-technology for the student's lingvo-communicative culture formation. The technology creates the way of ruling with the transition to self-ruling of the student's lingvo-communicative culture formation with the help of perceptive instrumental aggregate of the teacher's and student's activities focused on the development of personal subject characteristics. The system of axiological markers proving the realization of the productive verbal activity and the development of axiological students' orientations makes the instrumental basis of the technology.

Today the term «marker» is wildly used by linguistics, psychology, microbiology and other technical sciences. Linguistics understands «marker» as a signal indicating (i.e. making) a function or a quality; usually markers mean the existence or the absence of the peculiar characteristics. The dictionary of foreign words by N.G. Komlev indicates the French origin of the word (fr. marquer as marquer – to observe) and defines one of its meanings significant for our research as «a bearer of a characteristic» [3]. The translator's dictionary gives several meanings: an index of something, a signal mark, an indicative sign. In the sphere of technologies a marker is understood as a ruling device. Efremova's thesaurus explains «marker» as

someone who marks something (goods) or something that marks, a device used for marks, to mark something [1].

In our study a marker is understood as a characteristic of the subject-oriented technology being a signal or position-finding sign which helps the ruling of lingvo-communicative culture formation from a teacher's side and self-government from a student's side. Markers are an important condition of lingvo-communicative culture formation organization within a self-ruling process. It means «reflective ruling» (U.N. Kulyutkin, E.N. Shiyanov) that is typical for different types of the activity related to interpersonal communication. A teacher in this case «rules» the processes of student's self-government, and the student's capacities for self-government in studying and professional activity become the aim of their mutual activity.

Among axiological markers we mention the markers of aim, motive, knowledge, experience [2]. They build the instrumental basis of lingvo-communicative culture formation. These markers correspond to «pivots» which make the communication successful in different combinations.

All the markers ensure the orientation and describe the mechanism of the verbal activity improvement. They help speakers orientate themselves quickly and correctly in a situation of lingvo-communication, plan verbal behavior in a right way, relying on knowledge and experience, taking into account partner's reaction.

Axiological markers of lingvo-communicative culture look like the system where aims, motive, knowledge and experience serve as the algorithm of the verbal activity.

The leading role belongs to the marker of aim as a main factor in realization aims of people taking part in communication according to their motives and value orientations. The aim as an element of behavior and deliberate person's activity determinates the ways of this activity and adequate means of getting the expected result. Markers of aim supply the speaker with the correct choice and independent goal setting according to communication motives.

Markers of motive stimulate the verbal activity and create appropriate conditions for its development. They are responsible for the interest in results of lingvo-communicative culture formation. Markers of motive underline the value of stimulating points in lingvo-communicative culture formation, direct the positive verbal activity, stimulate self-rating equal to achieved results. The role of these markers in lingvo-communicative culture formation is closely connected with motivation achievement being the main criterion for student's subject position.

Markers of knowledge point out the necessary field of knowledge about language system, verbal culture and conduct, lingvo-communicative culture, other person's value orientations (his / her needs, interests, level of claims), cultural and social world which is necessary for achieving success in communication and in personal self-development.

Markers of experience are signals, orientation signs in communication with different categories of people, determining the choice of people's verbal behavior, their style of speaking, communicative actions, aims and emotions according to age, sex, social status, profession or occupation of a partner.

On the one hand the marker-technology of lingvo-communicative culture formation based on different subjects focuses on the achievement of necessary level of education and on the other hand it provides each student with the possibility to study according to the individual plan, take into consideration cognitive abilities, motives and the other personal characteristics.

All mentioned above proves that the marker-technology has the following abilities for student's lingvo-communicative culture formation:

- on the didactic level – helps more durable assimilation of the subject knowledge, teaches self-government of one's own studying activity, provides the acquirement of different verbal activity ways, helps the integration of lingvo-communicative culture content aspects with the subject content;

- on the developmental level – proves the development of position-finding, analytical, verbal, information and reflexive skills of the lingvo-communicative culture;

- on the personal level - provides the students inclusion in the problem situations improving the development of student's personal characteristics (activity, self-dependence, cognitive interest, creativity).

To sum it all up the marker-technology helps the durable assimilation of the subject knowledge, it teaches to rule the learning activity provides the development of lingvo-communicative skills and personal characteristics.

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