

LANGUAGE PERSONALITY OF A TEACHER AS A FACT OF PROFESSIONAL CULTURE

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Language is a system of objective, socially fixed signs which coordinate the notion and typical sound, system of rules how to apply and combine them. That's why the perfect mature language personality may be considered an individual who possesses all these systems and is able to use these signs and rules in different communicative situations.

If the language is a means of communication, speech is a kind of communication, i.e. speech functionally "inserts" the language into the context of usage. The language manifests itself in speech and only through it performs its communicative function. Communication as an act of interaction of people is the most important mechanism of individual formation as a social, cultural personality. Being a social process, communication helps to form society in general, performing a living function in it.

Communication itself, because of its social psychological nature, is a complex, rich in content form of activity, because there are elements which really and potentially hamper the optimal level of functioning. The peculiarities of personality expression, the system of its relations, conditions and forms of communication, the level of language skills development and so on convert any communicative act into a difficult task, multifunctional activity. "To communicate fully, the person must possess the whole range of skills and abilities. He must, first, quickly and correctly orient himself under conditions of communication. He must, secondly, be able to plan his speech correctly. He must, then, find adequate means to express this content. At last he must be able to provide the reverse connection. If one of the links in the act is broken it will be ineffective" [1]. Thus, communication as a final aim of interaction between people presupposes that mature language personalities should take part in communication. Personalities, who are able to choose adequate language means to transfer their ideas and realize them in their speech taking into account definite communicative tasks and conditions. In modern linguistic research the level of language knowledge is described with the help of such notions as language competence, levels of language personality development, communicative culture and communicative competence, types of speech competence.

It is supposed that a high level of language competence is represented in works of linguists, post graduated students, researches of philology, primary school teachers, teachers of Russian and Literature – people who are professionally trained not only for practical usage of language in communicative acts but for the analysis of their own actions, reflection about

the language of fiction. The high language competence coordinates with such types of speech culture as colloquial, literal and elite.

Professional culture of a teacher presupposes understanding of life and professional aims and senses, self-analysis and self estimation as a language personality, analysis and estimation of pedagogical situations. So, a teacher as a language personality plays an important role in subject-subject educational dialog "teacher – student". Formation of cultural environment in a student group depends on the level of teacher's communicative culture. So, teacher's communicative culture is an obligatory part of pedagogical process, means and conditions of realization of all functions and kinds of professional activity.

The basis of communicative culture of a primary school teacher consists of many components:

- competence in expression of his thoughts (in writing and speaking)
 - speech expressiveness
 - mimicry and gesture competence
 - the ability to orient himself in information, select the best content for teaching and upbringing of students
 - the ability to realize and regulate speech behavior (either his own one or his interlocutors') taking into account a concrete situation and aims
 - the ability to improvise in order to influence the audience
 - the ability to see and hear himself while communicating and estimate his own speech behavior critically
 - the ability to understand the interlocutor's originality and select the most expressive intonation, exact words, correct grammatical and stylistical combinability for the most effective influence on the listeners and so on.

Conclusion

Teacher's professional culture includes understanding of life and professional aims and senses, self-analysis and self-estimation as a language personality, analysis and estimation of pedagogical situation. Formation of cultural environment in a student group depends on the level of teacher's communicative culture level, that's why language personality becomes a fact of professional culture.

References

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THE INNOVATIVE APPROACH TO TEACHING MATERIAL CONTENTS FORMING

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In the 21 century and the new millennium educational problems have become priority all over the world. What should be taught? It is a question which has been an object of research for many generations of scientists in the educational sphere. One of the primary factors, allowing to prepare a graduate of a better quality, is the contents of education. Nowadays a huge volume of knowledge, collected by the mankind, does not allow to assert, that a person will sometime seize all of it in full even after a very long training period. According to this idea, at present one of the central problems is the problem of filling up the contents of educational training programs of all levels and steps, finding an optimal balance between the educational components at various levels.

As it follows from the works by V.A. Romanets, N.A. Selezneva, I.B. Morgunov, T.V. Nersesov (1990), A.V. Abramov (1999), N.I. Sannikova (2006), S.B. Igoshev (2008), etc. to optimize the system of a specialist's instruction is possible on the basis of mathematical methods usage. As the ground for mathematical models of education contents concepts serve the theory of sets, theories of matrixes, theories of graphs, the mathematical statistics and probability theory.

Applying mathematical methods to educational contents construction allows to present the content of a teaching material in the form of elementary educational units set for each discipline. Elementary educational unit (EEU) is understood as an educational unit which has a minimum volume of the information. In particular, one could call a EEU a concept, a definition, a statement, a term, a law, a principle, a rule, a keyword, etc.

Emphasizing EEU in a teaching material allows rationalizing the process of defining the intrasubject and intersubject relations. So, as a result of the analysis of the content of a teaching material of a theme «Physiological mechanisms of motor skills» using three textbooks for sports high schools: N.V.Zimkin (1975), J.M.Kots (1986), A.S.Solodkov, E.B.Sologub (2001), in the first source it has been found 136, in the second - 182, in the third - 126 EEU. In total in the three sources 444 EEU have been pointed out. As a result of their sorting there have been alphabetically allocated 346 non-repeated and 98 repeated EEU. The percent of teaching material coincidence has made 22 %.

In each textbook only 7 content-identical EEU (2 %) are found. In two textbooks there are only 84 content-identical EEU (24 %). The quantity of non-

content-identical EEU of a considered theme makes 255 EEU (74 %).

It should be taken into consideration, that while selecting teaching material on one subject matter one could define the inclusion of an EEU by the degree of its repeatability in the educational literature. The more often one and the same EEU is found in different sources, the higher is its probability of being included into an obligatory material for studying.

As a result of the analysis of teaching material contents of the theme «Motor skill» on such disciplines as «The theory and the methodic of physical training technique» (by the textbook of Z.K.Holodov's, V.S.Kusnetchov, 2003); «Physical training and sports physiology» (by the textbooks: N.V.Zimkin, 1975; J.M.Kots, 1986; A.S.Solodkov, E.B.Sologub, 2001); «Biomechanics» (by textbook D.D.Donskoj, V.M.Zatsiorsky's, 1979) it is established, that in «The theory and the methodic of physical training technique» there have been named 109 EEU, in «Physical training and sports physiology» - 346, in «Biomechanics» - 352 EEU. In total in the three subject matters there have been pointed out 807 EEU. Hence, the number of the found EEU on the theme «Motor skill» in «Physiology of physical training and sports» and «Biomechanics» surpasses the number of EEU in «The theory and the methodic of the physical training technique» more than in 3 times.

As a result of sorting the found EEU alphabetically it is established, that knowledge from biomechanics in the textbook on the theory and the methodic of the physical training technique is not mentioned. In «The theory and the methodic of technique of physical training» 5 EEU are considered from the position of physiology of physical training and sports. However in their content these EEU do not coincide with «The physical training and sports physiology». On the whole the percent of teaching material coincidence between these disciplines has made 0,62 %. This fact to some extent can serve as an explanation of the reason why each subject nowadays is studied as an independent one, not connected with other subjects.

It is possible to consider, that if as a result of sorting one and the same EEU repeats in different subjects it is practical for studying first of all within the limits of the subject studying which students come across this EEU for the first time. And in the following subjects this EEU should be mentioned in the form of a reference, or as a short repetition.

EEU can be a basis for working out educational specifications for a theoretical knowledge estimation. As EEU covers the minimum volume of the information, an elementary educational unit by definition can be appropriately valued as one (EEU=1). One EEU is equaled to one point. The maximum quantity of points on a theme is regulated by the quantity of EEU in it. The quantity of EEU is the basis for working out the educational specifications of a discipline.