

People-centred linguistic education in the digital economy

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Abstract — The article focuses on the issue of people-centred linguistic (foreign-language) education, and its purpose is to facilitate mutual adaptation of a person and society in the context of globalization. The main approach to the foreign language training is the activity and competency building ones. There are several groups of the criteria of the training success under the main objectives of foreign language knowledge. The main communicative unit and traditional form of information and introduction of new vocabulary in the foreign language education is a text. The important pedagogical objective of the process of people-centred linguistic education is creation of the continuity mechanism between the components – basic, field-specific and elective ones, specialized training, organization of intersubject communications in the foreign language learning, innovation forms of the foreign language educational practice organization, building skills and competencies of its practical use with the communication purposes, which is the important aspect of person socialization.

Keywords — *people-centred education, people-centred linguistic education, activity approach, criteria of foreign language training success, main communicative unit, subject-subject interaction, bilingualism, specialized training, professional self-determination, pupil vocational guidance, choice of profession.*

I. INTRODUCTION

Education is a priori socially-oriented education. Socially-oriented linguistic education is a part of socially-oriented education. It is primarily intended to facilitate mutual adaptation of a person and the society in the context of globalization. That is why it is important to note that linguistic education is considered as foreign-language, and it is far behind the living standards in modern Russian practice: the low percentage of graduates who are fluent in the foreign languages prevents the integration of Russian education into the European and international educational space. This fact, in particular, is pointed out by specialists.

B.V. Zhelezov, Chief at the International Academic Mobility Centre of the Higher School of Economics, noted that the main reason of this tendency is Russian students' insufficient knowledge of the foreign language, first and foremost, English, which does not allow them to talk on academic and professional topics, to understand the first course lectures in the foreign

language [7]. That is why we must be clear about the social goals of linguistic education at every grade level. Socially-oriented linguistic education can be determined from the point of view of the goals and objectives, education content, forms and methods. We agree with I.Y. Lerner that the main approach to the foreign language teaching should be the activity approach because its content components are different types of speech activities [10]. According to E.V. Borzova, personally-oriented linguistic education focuses on moulding of a student as a subject of his or her entire life, on building the personal culture in various aspects, creative approach to activities under the interaction in a group with other people through the foreign language [3, p. 4–5].

II. CRITERIA FOR SUCCESSFUL TEACHING IN THE DIGITAL ECONOMY

Researchers emphasize several groups of criteria for successful teaching under the main objectives of foreign language knowledge [4, p. 35]. The first group is an ability to remember and express an opinion on the materials (it means to have the necessary vocabulary and ability to use grammar rules). Secondly, it is an ability of a student to interpret training material independently (retell a text, rephrase it). The third group is an ability to put language knowledge into practice (an ability to frame a text under the theme using grammar and lexical material). The fourth group is an ability to analyze the material (an ability to find inaccuracy of a text, grammar and lexical mistakes, and etc.). The fifth group is an ability to combine the material as synthesis of different texts, for example, essays. The sixth group is an ability to estimate the importance of the material. The objective of people-oriented education in examining the foreign language is to draw a parallel between the social values of language education and personal abilities which allow to find personal fulfillment in the socially important areas. The most important aspect is the link of education and future profession, according to V.I. Zagvyazinsky [6]. It can be stated that socially-oriented linguistic education includes professionally-oriented education, practice based on the involvement of students in subject-educational, communicative, research and practice-oriented activities, according to G.V. Korotkova [8]. The goals and objectives of socially-oriented linguistic education also contain a focus on emotional and

personal relation to the world around. It is perception, response, learning the certain values, their organization and extension to activities. The identified goals and objectives of socially-oriented and personally-oriented linguistic education are implemented with the help of the certain pedagogical methods and approaches. We take the view that the important pedagogical approach to education is an organization of communication and activities on the basis of a text in the foreign language teaching. According to S.V. Kuznetsova, a text remains the main communicative unit and traditional form of information and introduction of new vocabulary [9, p. 256], and authenticity is the main requirement for the materials [9, p. 259]. Translation as one of the most important types of speech activities which is used in the professionally-oriented course is considered as the connection of listening and speaking, reading and writing; its feature is that it is implemented in the conditions of bilingualism. However, creation of the mechanism of bilingualism which can only be subordinate (there is a dominant language) remains the necessary methodical procedure. It is necessary to note that the function of this mechanism is in force if there are three main abilities: deverbilization, transformation and shift in focus.

III. RESULTS AND DISCUSSION

Organization of the educational process provides the creation of the dialogicality conditions based on understanding and mutual understanding in the process of socially-oriented linguistic education (the traditional system of the foreign language education is based on explanation), on the subject-subject interaction (subjects mutual activities in education). One of the main objectives of socially-oriented education is student preparation for future professional activities as socially significant work. The society puts forward the increased demands for communicative skills of young specialists in the current context. According to many specialists, senior general secondary education does not reflect 'the new world tendency' in the context of educational globalization and multicultural social space. I.L. Bim noted that this stage of education does not aim to professionally-oriented work with students and does not contribute to their social and professional self-determination [1, p.4], which decreases the capacity of schooling in the structure of continuing education.

According to the psychological findings (A.N. Leontiev, D.B. Elkonin), the age of a high-school senior is a turning point which changes priorities, and the leading type of activities has become education and professional activities. That is why the specialized training has become relevant today and corresponds to the goals and objectives of socially-oriented education, and linguistic education is intended to promote its realization through different forms. The main goals of the specialized language training are to create conditions for significant differentiation of education content with ample and flexible opportunities of the personal education programs implementation with the pupils' help, taking into account 'The conception of the specialized education' [7]. The most general objective of the specialized foreign language education is empowerment of student socialization, provision of general vocational education continuity for effective preparation of

graduates of schools for development of programs of higher vocational training [7].

It should be stated that the specialized education logically fits into the new education paradigm within the competency building approach, and contributes to the implementation of differential education within socially-oriented education. The substantive content of specialized education consists of three parts: basic (invariant), field-specific (reflects the content of the optional courses as the essence of the specialized education) and elective (selective) ones.

That is why the methodical course of specialized teaching of the foreign language should consist of several main ideas: to continue the basic level programs and to be basic towards narrower knowledge areas (mathematical, chemical and technological, ecological); to be created, in accordance with modern understanding of the goals, content, approaches of the foreign language teaching at school, while reflecting the specificity of educational profiles; to contribute to student socialization, taking into account the goal of the student communicative competence development.

The main pedagogical objective in the process of people-centred linguistic education is creation of the continuity mechanism between the components – basic, field-specific and elective ones, organization of cross-curricular connections of all the disciplines in the foreign language teaching. There are two main invariant modules: substantive communication and professionally-oriented communication. The first module as the basic stage of the specialized education implies studying of interaction of the society and a person, liaison between the foreign language and other disciplines of general-education spheres, interaction of a person and the science, education and science, including in an area where the language is spoken. The second module (field-specific and elective levels) implies the immediate appeal to the professionally-oriented component: a profession area, its content, a profession choice, the educational trajectories, the professional development prospects, the plans for employment, the main ways of employment, the use of different channels of job search, the compilation of CV and an interview plan. The result of such education, in accordance with these invariant modules, is development of the foreign language communication competence, that is, the achievement of a threshold of the basic course and approximation to threshold advanced level of field-specific course (according to the N.A. Spichko's classification) [12, p. 21].

At the moment the forms of organization of specialized teaching of the foreign languages are carried out, taking into account two main models (one-profile and multidisciplinary). The first model and classroom system are used at many schools. At the same time, the innovative forms of the foreign language education practice organization are developed: 'an exit to the society' is implemented (I.L. Bim), for example, an exit to an editor of foreign magazines, journals; the university forms of education (lectures, seminars) are used; the individual plans and programs are prepared. However, these forms are not widely distributed in pedagogical practice of the specialized foreign language teaching education. Their wide application would contribute to gaining the certain social experience of pupils and

their successful socialization. Moreover, the innovative form is the specialized distance foreign language teaching (there are a lot of E.S. Polat's studies on this topic) [11]. The implementation of the specialized foreign language training as an organizational and methodical direction within the competency building approach is used in national practice more recently, though the competency building approach of the foreign language training has the theoretical foundations to formulate the education goals and to use the term 'communicative competence' as the integral education, including language, the speech, socio-cultural, compensatory, cognitive and training competences. According to 'The strategy of the general education modernization', the competency building approach implies acting as a citizen, voter, consumer [13]. That is why a statement of the problem of role educating in the process of people-centred and personal-oriented linguistic education is relevant on the basis of social and labor competences (A.V. Khutorskoy) under which social roles are considered more widely: acting as a citizen, voter, representative, consumer, buyer, client, manufacturer, member of a family [17, p. 69]. These roles provide effectiveness of pupils' social adaptation and socialization. Such the process of training is practice-oriented, activity, socially-oriented. The issue of the methodical foreign language content has become relevant within socially-oriented education. There are different points of view about this problem. These theoretical opinions on the methodical foreign language content focus on communication skills and abilities, including in the future professional field within the competency building approach. We think that this approach should be based on the interaction of the material, pedagogical process of education, creation of pedagogical conditions within the foreign language training. In our opinion, this point of view allows to highlight the role processes of the subject-subject interaction within the activity approach to the pupil foreign language training. It is common known that the main goal of the foreign language training at school, in contrast to the other humanities, is development of skills and abilities of practical use in order to achieve the communicative goals rather than understanding the certain amount of training material. It is the main aspect of person socialization. The content of the foreign language training includes language materials, texts, topics, exercises, knowledge, abilities, and skills [16, p. 30]. We emphasize the activity feature of the foreign language training. This means a need for training process algorithmization through the singling out of the certain activities with the help of speech activities and creation of topics and communication situations as the socio-cultural aspect of the content part of the foreign language training [15, p. 31]. The evidence-based management of the foreign language training is based on the development of the topical plan, and on methodical ensure: text exercises on the profile, mini-dictionaries, phrase books. We think that the specialized foreign language education within socially-oriented education gives the opportunity not only to improve practical knowledge on the foreign language, to consolidate knowledge and skills through professionally-oriented speech but also to provide increasing interest in the language through the clear cross-curricular connection with other disciplines within the selected profile. We believe that this approach provides the right use of language units in other situations, including characteristic ones for the professional

activities [14]. The activity approach requires a teacher to the conditions creation of independent activities, pupils' independent study. Pupils must be placed under conditions of personal acquaintance with the new language material; a teacher should coordinate their actions to understanding the material [14]. That is, we think that a teacher should be as a moderator of the education process and should not impose his or her opinion and trajectory of material understanding. The teacher function as a moderator is to mark the general goal which pupils should achieve during the work on the language material on their own. It is necessary to adhere to the D. N. Bogoyavlensky, N. A. Menchinskaya's methodologies adopted in the soviet pedagogics which focuses on clear and achievable target-setting for pupils because activity increases if a pupil adopts this goal [2]. The modelling of the pedagogical process during the foreign language training within socially-oriented education requires a teacher to have an ability and practical use of this ability to determine individual characteristics of each pupil in order to set objectives in individual way, to create the success situation, motivate pupils to understanding and the further use of knowledge. A teacher should have an ability to diagnose the individuality of each pupil and to provide his or her active participation in the foreign language education through group and individual work. Such the individual approach to training provides the pupil development of independence, initiative and understanding of the training material, and creation of a success in different types of activities. The methodology and practice of socially-oriented linguistic education is to the classroom foreign language education system and to after-school events, including vocational guidance, which becomes particularly important in view of the specialized education in secondary school and pupils socialization. These events include excursions, festive events, homeroom with the pupils' preparation of amateur performance in the foreign language. The establishment of such conditions allows to create comfortable atmosphere for pupils and contributes to emergence of the activity component of person social orientation.

IV. CONCLUSION

The main approach to the foreign language training is the activity one aimed at pupil communicative and activity competences development during socially-oriented education in the current context. Social orientation of linguistic education manifests itself in the interaction of language education and personal abilities which can be realized in different socially important areas of life, in general, and in professional, communicative, legal, economic areas, in particular. Socially-oriented linguistic education is the multi-level system which includes a significant component of pupil professional orientation at all the foreign language training stages; people-centred linguistic education forms an orientation to personal abilities realization, including professional activities. That is why the objective of socially-oriented linguistic education within the socially-oriented approach is development of the socially significant personal competences on the basis of the foreign language training as a reflection of social needs in a comprehensively developed and prepared for the professional choice pupil's identity.

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