

# Didactic Principles Underlying the Course of “Fundamentals of Personal and Communicative Culture”

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**Abstract**—The article is devoted to the description of the following didactic principles: principle of interrelation of various aspects of the Russian language, synchronism and diachrony, context and communicative principles, and their implementation in the course of “Fundamentals of personal and communicative culture” (module “Culture of scientific and business speech”. Selecting content of teaching material is an important issue in a course design. Thus, it is necessary to develop a system of statements, requirements and criteria defining the structure and selection of material for the integrated course taught at modern higher educational institutions in Russia. The stages of the course development and an overview of teaching materials providing the methodological basis of the course are presented.

**Keywords**—teaching the Russian language and culture of speech, culture of academic and business speech, competence and integrated approaches, didactic principles

## I. INTRODUCTION

There is a growing body of literature that recognizes the importance of didactic principles in course design. The selection of the principles and their characteristics are under discussion [1–3]. Currently, the term ‘principle’ is widely used by methodologists and educators.

According to Bordonskaya, who conducted the analysis of existing principles being both an initial system of theoretical statements and the requirements to teaching process there exist more than a hundred principles [4]. Besides traditional principles of teaching and personality cultivation, which include linguistic, psychological, didactic and methodological principles [5], there are distinguished the principles reflecting modern trends in society development and understanding education philosophy, e.g. integration, global evolutionism,

learner-centered approach, etc. [1]. A considerable amount of literature has been published on principles of classification. Some researchers provide a modern interpretation of classical principles; others distinguish specific psychological principles, and sort out principles according to different criteria. Thus, it is possible to make conclusion that the modern understanding of principles underlying the philosophy of education is complex and multidimensional. Moreover, it is necessary to underline the immaturity of categorical and conceptual apparatus of modern pedagogical science.

Formulating the methodological concept of the principles of teaching Russian in the framework of an integrated course, it is necessary to answer some question in teaching Russian to non-philologists: g.e. “How much linguistic knowledge does a non-philologists have to possess?” or “Where is the border between the necessary, important and interesting material to be included into the course and, on the other hand, boring, not motivating and tedious material, which, students consider to be of no use in the future.” There is an opinion that it is not necessary to ‘filologize’ the learning process by introducing highly specialized linguistic terms into the teaching material content [4].

The purpose of the article is to define the dominant principles underlying the selection of teaching material for an integrated humanitarian course at a modern university. Besides the principles specific for higher school, we distinguish the principles underlying the content of the field of study.

Thus, the authors distinguish the following dominant principles:

- Principle of correspondence of the content education level in all its elements to the level of modern science,

production and basic requirements of developing humanistic democratic society.

- Principle implying taking into account the content and procedural aspects of training while forming and constructing the content of educational material. The principle implies representing all types of human activity and their interrelation in all educational subjects of a curriculum.
- Principle implying structural unity of content of education at different levels of its formation, involving mutual balance, proportionality and harmony of the content components taking into account the personal and personality development of a student.

The authors consider the above mentioned principles to be the reference points while thinking over the things to be included and not to be included into the content in case of integrated course design.

## II. METHODS AND MATERIALS

According to the requirements of the State Educational Standards of Higher Professional Education the course “The Russian Language and Culture of Speech” was included as an obligatory course in the first-year engineering curricula of Novosibirsk State Technical University in 2000. It was one-semester course of 108 academic hours (lectures – 18 hours; practice classes – 36; self-study – 54 hours) with final differentiated credit.

Current trend in humanities courses syllabuses in Russian technical universities is a reduction in the number of classroom hours (both lectures and practice classes) and an increase in the number of self-study hours. That is why according to the generation 3+ of the State Educational Standards of Higher Education the course “The Russian Language and Culture of Speech” in Novosibirsk State Technical University (NSTU) is an optional one-semester course; the number of the course hours is reduced by half. The module is now called “Culture of Scientific and Business Speech” (1.5 credit) and consists of 5 lectures and 9 practical classes; 42 hours are allocated to self-study (home works and preparation to tests and is a part of the integrated course “Fundamentals of Personal and Communicative Culture”.

At the stage of the course development the NSTU Russian Language Department used the following textbooks and teaching materials: Russian language and culture of speech: a textbook for universities by L. Vvedenskaya, L. Pavlova, E. Kashaeva [6], Russian language and culture of speech: a textbook (Ed. O. Ippolitova) [7], Russian and culture of speech. Seventeen lessons (Ed. E. Ganapolskaya A. Khokhlov) [8]. Since 2000 NSTU Russian Language department there has been conducting research and methodology work to provide the course with its own textbooks and reference books. The Bank of test tasks on the Russian language and culture of speech containing more than 1000 units has been formed.

Since 2015 NSTU Russian Language Department has developed the following textbooks and printer and electronic teaching materials for non-linguistics majors who study

“Russian Language and Culture of Speech”, “Culture of Speech”, “Business Russian”, “Russian Language and Culture of Business Communication”, “Fundamentals of Personal and Communicative Culture” (Module “Culture of Scientific and Business Speech”) full-time, in distance and blended forms: “Stylistics of Russian and speech culture: Theory”, “Stylistics of Russian and speech culture: Practice” by T. Mistyuk [9, 10].

The developed printed textbooks and teaching materials are available in sufficient quantity in the NSTU library; their electronic copies are available at the Electronic library system of the university. The textbooks contain theory and practice sections; in theory sections the information on modern Russian language, their normative, communicative, and ethical aspects, and brief description of functional styles are given; secondary genres of scientific language – an abstract, a summary, as well as business documentation are discussed in detail. The practice sections include exercises on all language aspects, aimed at development of skills in normative use of native language and development of students’ communicative competence in the professional sphere. The textbooks and teaching materials developed are based on fundamental general and private didactic principles.

The main methods used in this work are the method of retrospective analysis of pedagogical literature and the method of system analysis when considering the process patterns of training. The authors consider the content components of the course “Fundamentals of personal and communicative culture” (Module “Culture of scientific and business speech”).

The competence approach in modern education realizes the practical and applied nature of the process of teaching in a university. Designing the course “Fundamentals of Personal and Communicative Culture” (Module “Culture of Scientific and Business Speech”) a teacher has to differentiate not only general and particular didactic principles implemented in the course, but the principles representing content components of the integrated course as a whole.

## III. DIDACTIC PRINCIPLES CHARACTERISTICS

Didactic principles (general and particular ones) are developed directly from the peculiarities of the Russian language as an academic discipline. The question of the methodological principles in science has no unequivocal solution. Some researchers distinguish the following particular methodological principles: extra linguistic, systemic, structural-semantic, functional, and synchronic. Others consider the principle of interrelation of various aspects of the Russian language as a particular principle. The principle is based on comprehensive consideration of a fact or a phenomenon of a language [11].

At the same time, in our opinion, it is absolutely relevant to consider the principle of synchrony and diachrony in connection with different linguistics sub-fields. The distinction between synchrony and diachrony of a language is topical because modern university language syllabuses for non-linguistics students are aimed at the study of modern literary language and do not include material on history.

However, students must understand that language development is a process in which the language changes significantly: some words become obsolete and others appear, the connections between the meanings of polysemantic words are broken down and homonyms are formed, words can change their morphemic structure due to the loss of their productive components.

It is worth mentioning that the principle of correspondence of the content education level in all its elements to the level of modern science development, production and the basic requirements of the developing humanistic democratic society helps decide how much historical information and for what purpose it should be included into a course when developing courses and practical assignments.

In this regard the authors consider some linguistic tasks. The task on etymology and history of culture: What is common between *апельсин* (orange) and *крепежин* (crepe de chine)? or The word *зонтик* (small umbrella) that is a diminutive of *зонт* (umbrella), is known as a kind of case. Usually diminutive nouns are formed from nouns of initial form – for example, initial form *стол* (table) – diminutive *столтик* (small table), and in this case the Russian *зонт* (umbrella) is formed from diminutive *зонтик* [zontik] (small umbrella), which goes back to the Dutch *zondek* ('shelter from the sun'). There is also a logical problem. We use an umbrella as protection from rain more often than from the sun, and Holland is not a sunny country. Why the word that came from the Dutch does mean 'shelter from the sun' [12]?

Teaching the Russian language and culture of speech will be more effective if specific features of each aspect presented in the course is taken into account, namely: the normative aspect is related to the communicative and ethical aspects of the speech culture of a future specialist; scientific and business speech are considered as components of professional activity of students; the fundamentals of public speaking are analyzed; the changes in the literary language and its structure are indicated, in particular, in such aspects as vocabulary, semantics, syntax, morphology, accentology.

The lectures of the course are closely connected with practical classes and represent a theoretical part of the discipline in the form of a brief thesaurus structure. In our opinion, the culture of speech as a quality of each native speaker is mostly formed as a result of practice. A course is more actively studied when it is interesting, personally relevant, contains problems and implies creative solutions of the assigned tasks.

The logic of tasks offered in the course provides the move from work with microstructures (words, collocations) to work on sentences and texts. The work on texts in the course may include from the analysis of separate tasks and problem questions to creation of phrases, super phrase structures and texts according to requirements of a syllabus.

The principle of interrelation of different aspects of language is clearly manifested in the process of studying morphology on a syntactic basis. The idea of interrelation of study of language units belongs to Peshkovsky. In [13] the author points out that a sentence is the basic unit of the Russian language course and draws attention to the interrelated study of

morphological and syntactic units and to "necessary connection of spelling and grammar and punctuation and syntax".

The basis of the study of morphology on a syntactic basis is specially selected, syntactically and stylistically organized tasks with support of sense of the native language.

Here the authors consider some exercises:

*Task 1. Edit sentences, observing grammatical norms:*

- *Директор, он же человек принципиальный.* (Director, he is a man of principle.)
- *Турки ожидали неминуемой победы, а те, кто уже говорили о ней, готовились выиграть.* (Turks expected an imminent victory, and those who had already talked about it, were preparing to win).
- *Необходимо ощущение уникальности собственной личности человека. Большинство тетрадей были исписаны вкривь и вкось.* (You need a feeling of the uniqueness of own personality. Most of the notebooks were written at random).

*Task 2. Make up the text "One day of our university" in the genres:*

- Report of the ministerial official who verifies the documentation.
- A professor's story to a colleague from another university.
- A student's story to a friend from another university.

*Task 3. Do you understand the meaning of the following expressions? Make up sentences with them. Specify, in texts of what genre they can be used and who can use these collocations in speech.*

Example: *короткие деньги* [short money] = short-term loan: 'Value of short money has not changed recently'. This collocation is used by bank employees.

*Приходская школа* [parishional school], *провести кастинг* [conduct casting], *разбить на абзацы* [divide into paragraphs], *твой сейв на последнем боссе перестал грузиться* [saved game stopped downloading when you were fighting against the final monster of the game], *составить протекцию* [do somebody a favor], *придаточное предложение* [subordinate clause].

As it can be seen, students do not only observe the studied morphological and grammatical norms, but include them in their speech while performing practical tasks: modeling and constructing sentences and texts. In this case the principle implying structural unity of content of education at different levels of its formation taking into account the personal and personality development of a student means proportionality and harmony of the content components of different humanities subjects at a university [14].

Currently, teaching the Russian language and culture of speech at a university acquires a clear communicative orientation, which is determined by the preparation of students

for effective speech communication both in oral and in written forms. That is why communicative principle should be considered as one of the leading principles, which underlies teaching the Russian language on a functional basis.

Communicative principle is associated primarily with the study of language as a means of communication. According to this, the basic didactic unit of instruction becomes a text as a product of speech activity of a native speaker. At present, the issue of perception of generation of text has acquired special significance in connection with the orientation of teaching Russian to a specific goal, namely the formation of communicative competence.

In the course “Fundamentals of Personal and Communicative Culture” (Module “Culture of Scientific and Business Speech”), the communicative principle is taken into account both in the lecture-practical material and in the tasks for self-study. When studying the scientific style, written genres of scientific and academic speech are examined, the differences between an abstract and a summary are analyzed, the characteristics of an abstract and the algorithm for preparing abstracts of an article found by students are given.

These types of tasks form, among the others competencies, those stated in the course communicative competencies: the ability to communicate and readiness for interpersonal communication, demand for improvement and development students’ intellectual and general cultural level. Students learn to construct oral and written speech in the field of professional area in Russian logically correctly, reasonably and clearly, to build intercultural, business, professional communication skills taking into account the behavioral, psychological, and social characteristics of partners, and get acquainted with the ethical norms of professional activity.

As the proposed tasks confirm, the formation of communicative competence is aimed at personal development of a student in general. In this case, we believe it is correct to speak of a combination of communicative and extra linguistic principles. The extra linguistic principle means the understanding of interrelation of a language and extra linguistic reality. As it is known, personal and socio-political factors are among extra linguistic conditions for the development of language.

These principles are clearly implemented in the syllabus of the course described but the dominant and uniting principle is that one taking into account the content and procedural aspects of training while forming and constructing the content of educational material. Implementing the principle implies representing all types of human activity and their interrelation in all educational subjects of a curriculum at a university.

One more didactic principle we should consider is context principle. The context principle assumes that the analysis of the nominative units of the language (words, phrases) in their syntactic links in a text takes into account stylistic possibilities, expressiveness, text forming function. The functioning of language units in the process of speech activity depends on their semantics and grammatical properties. To teach students how to determine the semantic purpose and the role of units in text constructing, it is necessary to consider units in the context,

rather than in isolation. Semantics of linguistic units of all levels is realized mainly in the context. The analysis of language units in the context allows students using grammatical categories in text construction and formation and generation their own utterances.

The authors consider the implementation of the context principle on the example of studying the formal and business style in the topic “Business Speech as a component of the professional activities of a specialist”. When studying the formal and business style, special attention should be paid to developing students’ skills in writing business texts. The peculiarities of the organization of business texts, the language of official documents, excerpts from government decrees, legislative acts or international agreements are also should be analyzed. For example, excerpts from the Article 3 (“Legal Status of Languages”) of the Federal Law “On the Languages of the Peoples of the Russian Federation” (as amended on 24.07.1998).

#### IV. RESULTS

The quality of the content of the teaching material of a course, especially integrated one, is the most important didactic issue. In this regard, the authors defined a system of statements that serve as principles, which must be taken into account while structuring and selecting teaching material for modules of different disciplines presented in an integrated course.

These principles were introduced by Puryshev in the late twentieth century. But only to date we consider them to be fully relevant and reflect the logic of the educational process, integrative and competence approaches used in higher school [15]. Though general and specific didactic principles are distinguished in literature traditionally, those described in the article are assumed to be of great importance while forming educational content, namely, while designing an integrated course.

The principles are as follows: the principle of correspondence of the content education level in all its elements to the level of modern science development, production and the basic requirements of the developing humanistic democratic society; the principle involving taking into account the content and procedural aspects of training while forming and constructing the content of educational material which means close interrelation of subject content and ways of acquisition of this content; the principle of structural unity of content of education at different levels of its formation.

Thus, the first principle implies that the content of education must satisfy the needs of social development that, in its turn, forces the content of education to contain not only knowledge, but components reflecting human creative experience and personal attitude to the system of general civilization values. The second principle means close interrelation of subject content and ways of acquisition of this content. The third one is that involving mutual balance, proportionality and harmony of the content components taking into account the personal and personality development of a student. These principles can be considered to be dominating while designing the integrated course described above.

## V. CONCLUSION

Being interrelated and interdependent, the principles described above are implemented while teaching the Russian language. Moreover, they are realized selecting the content of the mentioned university course “Fundamentals of personal and communicative culture” (Module “Culture of scientific and business speech”). The students taught the course are supposed to be able to summarize and evaluate the information obtained on the basis of case-study, to have the necessary system of knowledge about the language as a sign system and a social phenomenon; and to master the basics of personal and communicative culture to establish intra-and inter-subject relations of the Russian language and cultural studies.

The principles can be considered to be a kind of methodological transformer, which allows a teacher forming and changing the content components of a humanitarian integrated course depending on preparedness, requirements and objectives of students. This will help students actively use the language in various spheres and situations of communication; extract necessary information from various sources, apply orthoepic and punctuation norms of the modern Russian literary language and information on cultural studies while writing texts.

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