

O CONHECIMENTO VERBAL INTEGRATIVO COMO BASE PARA A FORMAÇÃO DA COMPETÊNCIA COMUNICATIVA DOS ESTUDANTES

EL CONOCIMIENTO VERBAL INTEGRATIVO COMO BASE PARA LA FORMACIÓN DE LA COMPETENCIA COMUNICATIVA DE LOS ESTUDIANTES

INTEGRATIVE VERBAL KNOWLEDGE AS THE BASIS FOR THE FORMATION OF STUDENTS' COMMUNICATIVE COMPETENCE

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RESUMO: *Este artigo apresenta um processo de formação da competência comunicativa dos alunos por meio do conhecimento verbal integrador, cujo objetivo é preparar um indivíduo capaz de perceber, reproduzir e criar textos de diferentes estilos e gêneros. Os principais métodos de pesquisa do problema são o design das atividades linguísticas dos alunos e a experimentação com a palavra e o texto. Concluiu-se que o desenho das atividades dos alunos facilita a solução de um conjunto de problemas didáticos. Por meio de um exemplo de organização do trabalho pedagógico e de pesquisa sobre o conhecimento verbal integrador no ensino médio, foram consideradas as possibilidades de utilização do trabalho de pesquisa no processo de desenvolvimento criativo da fala dos alunos e uma conclusão geral sobre a eficácia da formação da competência comunicativa dos alunos com base no conhecimento verbal integrativo.*

PALAVRAS-CHAVE: *Conhecimento verbal integrativo, Habilidade linguística, Competência comunicativa dos alunos, Uso criativo da linguagem, Desenvolvimento criativo da fala.*

RESUMEN: *Este artículo presenta un proceso de formación de la competencia comunicativa de los estudiantes a través del conocimiento verbal integrador, cuyo propósito es preparar un individuo capaz de percibir, reproducir y crear textos de diferentes estilos y géneros. Los principales métodos de investigación del problema son el diseño de actividades lingüísticas de*

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los estudiantes y la experimentación con la palabra y el texto. Se ha concluido que el diseño de las actividades de los estudiantes facilita la solución de un conjunto de problemas didácticos. Por medio de un ejemplo de la organización del trabajo educativo y de investigación sobre el conocimiento verbal integrador en la escuela secundaria, se consideraron las posibilidades de utilizar el trabajo de investigación en el proceso de desarrollo creativo del habla de los estudiantes y se llegó a una conclusión general sobre la efectividad de la formación de la competencia comunicativa de los estudiantes sobre la base del conocimiento verbal integrador.

PALABRAS CLAVE: *Conocimiento verbal integrador, Habilidad lingüística, Competencia comunicativa de los estudiantes, Uso creativo del lenguaje, Desarrollo creativo del habla.*

ABSTRACT: This article presents a process of forming students' communicative competence through integrative verbal knowledge, the purpose of which is to prepare an individual who is able to perceive, reproduce and create texts of different styles and genres. The leading research methods of the problem are the design of students' language activities and experimentation with the word and text. It has been concluded that the design of students' activities facilitates a solution of a set of didactic problems. By means of an example of the organization of educational and research work concerning integrative verbal knowledge in high school, the possibilities of using research work in the process of speech-creative development of students have been considered and a general conclusion about the effectiveness of the formation of communicative competence of students on the basis of integrative verbal knowledge has been made.

KEYWORDS: Integrative verbal knowledge, Language ability, Students' communicative competence, Creative language use, Speech-creative development.

Introduction

Modern education is a complex multi-level process, the main task of which is the formation of an all-round personality of the student, obligatory for understanding become the concept of integration within the education system, the need to interpret the integrative nature of modern education (Wright, 2020).

Variants of the interpretation of the essence of the concept of integration have been suggested since the second half of the 20th century: to wide extent, the key element of the definition is the idea of "connecting parts into a single whole", which implies the need for the integration of both the substantive and formal organizational aspects of educational process (Yang, 2018; Evdokimova et al., 2019; Zubkov, 2020).

Covering the subject of integration in education, the concept under consideration reflects the unity of the content and procedural aspects and is related to all levels of educational content: general theoretical representation, academic subject, learning matter, pedagogical reality, personality (Shatov, 2020).

On the basis of the given generalized interpretation of integration in education, particular variants of the treatment are formulated, grounding on the idea of combining certain elements

into an integral functioning system; at the same time, a fundamentally significant factor is not a simple summation of the components of learning process, but their harmonious relationship, interaction and mutual influence that conduce to the planned results. As interrelated elements in some variants of the interpretation of the concept of integration can be: theoretical knowledge and practical activity; closely related academic disciplines; subjects of the educational process; cognitive and creative activities; learning process and extracurricular activities; various spheres of social life (economic, social, political, spiritual); training and education and so on (Mikhailova & Zaitseva, 2020; Shatov, 2020).

Shatov (2020) states about the productivity of the separation of intra-subject and inter-subject integration. Intrasubject integration presupposes a set of goals, content, forms and methods within a specific academic discipline, which ensures the consistency and integrity of training. Interdisciplinary integration implies the formation of systemic personality traits which include technological culture, technological worldview and a set of skills that can be used in solving cognitive problems within any academic discipline. A rallying point in one case is an overarching goal; in the other – a unifying problem common for a number of related subject.

Concurring with the proposed interpretation of the integration at various levels, we believe it would be appropriate to refer also to the concept of meta subject integration. The complexity of education and upbringing presupposes not only the integration of knowledge into a holistic picture of the world, but also the solution of cognitive tasks, which determines the systematic education. Meta subject integration involves the students' achievement of mastery level of using "general methods, techniques, algorithms of mental activity which are reproduced when working with material from any field of knowledge" (Novikova et al., 2018; Wright, 2020).

In a global philosophical sense, the need for metasubject integration in education also finds confirmation. Education should reach not for the reproduction of existing knowledge, but for the creation of new knowledge, obtained as a result of interpretation, rethinking, search for relationships between opposite phenomena against the background of the context. This vision of education is characterized by a non-linear understanding of causality, the consideration of the world as a text. Accordingly, the role of the learner also changes: he/she does not receive knowledge, but interprets the text; education in this case should not so much provide a certain amount of information, but set a vector of movement, indicate a variant of the direction of development of thought and personality. As an effect, the paradigm of relations between a student and a teacher inevitably changes: they become equal participants in educational process that takes the form of a dialogue, which is also a shift away from the classical lecture form of the organization of teaching and learning process where the teacher is an absolute authority(Sale, 2020; Zubkov, 2020).

The result of integration in education should be the formation of integrative knowledge that has universality and constructiveness, depth and formal simplicity; the purpose of such knowledge is description, explanation and prediction of events and phenomena in a subject-matter discipline (Sarsekeyeva et al., 2017).

Noteworthy is that analyzing the essence of integrative knowledge, some scholars identify a sequence that can be represented for convenience in the form of “system of subject knowledge – metaknowledg – new knowledge, which means, firstly, the potential universality of any acquired knowledge, and, secondly, the possibility of individual generation of new knowledge (Evdokimova et al., 2019; Wright, 2020).

The Russian language as an academic discipline has a metasubject status: any kind of human activity, including cognitive processes, is mediated by language. The formation and development of the designated cognitive universal educational skills is impossible without the use of language as a means of communication and activation of skills of language activities. For example, such skills as formulation of a cognitive goal, structuring of information and knowledge (including the writing of texts), construction of spoken and written utterances are based on the formation of language skills, which, in turn, is the primary task of teaching the Russian language. In addition, it is necessary to form and develop a whole complex of communicative universal educational skills that have their own specifics, which also finds endorsement in the metasubject status of the academic discipline “Russian Language”.

Consequently, the fundamental goal of studying the Russian language is the education of a linguistic personality and the formation of a communicative competence of students. By communicative competence we mean “a person’s ability to communicate in one or all types of speech activity, which is acquired in the process of natural communication or specially organized training” (Ponomareva et al., 2021).

Pardede (2020) argues that the education of a linguistic personality includes work on improving the mastery of the mechanisms of speech (perception, understanding and generation), and knowledge of the laws and means of language is the foundation for learning other academic disciplines by students.

At the same time, the analysis of pattern texts leads not only to the understanding of ideological content of the text, but also to the understanding of language as a system where a complex of interrelated linguistic means functions as a single whole, forming a layer of meanings. Accordingly, the text analyzed in the Russian language lesson becomes both a means of understanding the world, and didactic material, and, most importantly, an element that initiates the development of all language activities of students (Zubkov, 2020).

Taking into account the mentioned factors, we conclude that integrative knowledge and cognitive activity are directly related to creative language use: assimilating and understanding someone else's text, a student gains a number of analytical skills due to the activation of all types of speech activity and creates their own language product which contains the result of comprehending integrative knowledge.

A lesson of creative language use which has an integrative and communicative orientation seems in this vein to be the most effective way of organizing Russian language teaching (RB, 2019; Novikova et al., 2018):

- the text being a didactic dominant of such a lesson is an integral speech work, the analysis of which reveals the essence of the idea of language as a system;
- understanding the text as a set of meanings has an evident integrative orientation;
- activation of reading, listening, speaking and writing in the process of solving cognitive tasks leads to the development of students' communicative competence;
- compulsory diversification of language activities involves the creation by students of their own meaningful text, which is the result of synthesis of cognitive and communicative activities.

Integrative knowledge as a complex cognitive-operational aggregate is based on a set of individually significant knowledge from the field of various disciplines and comprehends the following components: conceptual-factual knowledge, instrumental knowledge and personal-regulatory knowledge. The formation of integrative knowledge requires the arrangement of conditions for students' self-actualization in a psychologically comfortable environment, an independent search for verbal knowledge, strengthening of language use training and increment in students' activity. Not only obtaining information but also skillful use of what has been mastered in one's own speech practice become a priority in the content of education.

Evdokimova et al. (2019) proposes a structural and functional model for the formation of integrative knowledge of students, which is a combination of six blocks: target (includes the goal of teaching and learning process and influencing factors), methodological (contains methodological approaches and principles for the formation of integrative knowledge), content (determines the components of integrative knowledge, integrative disciplines and teaching aids necessary for the educational process), technological (describes the methods of forming the components of integrative knowledge of students and the stages of didactic work of a teacher), criterion-evaluative (the criteria and indicators of the formation of integrative knowledge are meant) and effective (determines the stages of formation of integrative knowledge and the result of the simulated educational process). The effectiveness of modeling and implementation of the process of forming integrative knowledge of students also directly depends on the essential

didactic conditions and the principles. The basic principles of integrative knowledge should include the principle of dominance and complementarity, the principle of congruence of specific scientific information with general scientific and general cultural information, the principle of minimizing factual knowledge while increasing their didactic capacity, the principle of spiral-concentric search for cognitive landmarks, the principle of correspondence of the content of integrative knowledge to methods, means, and forms of teaching, the principle of modular organization of integrative knowledge (Ismailova et al., 2019; Sale, 2020).

The formation of students' communicative competence through integrative verbal knowledge becomes possible if the following conditions are ensured:

- integrity of pedagogical process,
- stimulation of motivation and self-motivation of students,
- agreement of didactic content with integrative nature of the discipline, implementation of a special learning technology,
- changing the nature of students' mental activity,
- engagement of students into creative and search activity.

Considering the current characteristic of metasubjects in education, it can be assumed that integrative language activity fully corresponds to the approved principles of cutting-edge educational technologies. Based on the independent research activity of students, language activities become a way of solving a complex of didactic problems.

Methods

The leading research methods of the problem are the design of students' language activities and experimentation with the word and text. Designing the language activities of students as the main method of this research allows us to solve the problem of the formation of communicative competence of students, the development of all types of speech activity of students: writing, speaking, reading and listening

The experiment as a research method is oriented on diagnosing and developing the verbal skills of students. Experimental work with word and text, assuming the search for language means corresponding to the author's intention, contributes to students' writing.

Results and discussion

The modern system of language education needs to be reformed primarily because the traditional system of teaching the Russian language does not fully solve the main problem of language education – the speech-creative development of students. The gap between the semantics, grammar and speech development of students exists in spite of the fact that students

are, to one degree or another, introduced to the functioning of linguistic units. The path of achieving the mastery level of Russian – from the language system to the functioning of linguistic units – does not sufficiently develop the students' language abilities to perceive and produce texts of different styles and genres.

The problem of verbal ability is not a linguistic, but a psycholinguistic problem: it is not the language that is investigated, but the human subject who is ready to use the language. At the same time, the scholar states that the teaching of the Russian language is based on programs derived not from the structure of a person's verbal ability, but from the structure of the language. No systematization, built only with regard to the language structure, can sufficiently contribute to the relatively full formation of verbal ability (Zubkov, 2020; Ponomareva et al., 2021).

Changes in the modern system of language education relate mainly to methodological tools: innovative technologies and methodology, methods, techniques and forms of organizing training; the teacher's focus is still on the language system, and not on the student's ability of creative language use.

Our proposed way of learning the Russian language – from text to word – is a creative language use, thanks to which an integrative verbal knowledge and a speech-creative ability to use this knowledge in the process of producing texts are formed. Immersion in texts allows students to derive and acquire integrative verbal knowledge which is a complex of knowledge about the structure of units of the language system and their functioning in a text environment, knowledge of the laws of organization of texts of different styles and genres. In the system of speech-creative development of students, the text is considered both as a didactic dominant of the educational process, and as the central concept of language education. The text is a universal didactic tool which has everything for training, development and education (Pardede, 2020; Wright, 2020).

Obligatory in the process of developing language skills is the actualization of students' experience of creative language use, which is knowledge and skills accumulated as a result of specially executed and spontaneous learning. Formal training is carried out in the educational process aimed at gaining students' experience of creative language use. Spontaneous learning should be viewed as the student's following "their own program", determined primarily by the fact that they "themselves take it from the environment" (Ismailova et al., 2019). Gaining new verbal experience in the process of spontaneous learning is quite often carried out with a modicum of influence and involvement of adults, but with no organization and regulation of this process. Exploratory activity during class time and out-of-lesson time holds a special place among the various sources of students' gaining new verbal experience. To teach students to extend integrative verbal knowledge is the primary task of a teacher.

For illustrative purposes we offer the execution of the mentioned approach at the creative language lesson in high school. The choice of this text is determined primarily by the necessity to show students the process of author's groping for an exact capacious word that would reflect the author's intention.

Заметить красоту в природе, в поселке, городе, улице, не говоря уже в человеке, сквозь все заслоны мелочей – это значит расширить сферу жизни, сферу того жизненного простора, в которой живет человек.

*Я долго искал это слово – **сфера**. Сперва я сказал себе: «Надо расширять границы жизни», – но жизнь не имеет границ! Это не земельный участок, огороженный забором – границами. Расширять пределы жизни – не годится для выражения моей мысли по той же причине. Расширять горизонты жизни – это уже лучше, но все же что-то не то. У Максимилиана Волошина есть хорошо придуманное им слово – «окоем». Это все то, что вмещает глаз, что он может охватить. Но и тут мешает ограниченность нашего бытового знания. Жизнь не может быть сведена к бытовым впечатлениям. Надо уметь чувствовать и даже замечать то, что за пределами нашего восприятия, иметь как бы «предчувствие» открывающегося или могущего нам открыться нового. Самая большая ценность в мире – жизнь: чужая, своя, жизнь животного мира и растений, жизнь культуры, жизнь на всем ее протяжении – и в прошлом, и в настоящем, и в будущем... А жизнь бесконечно глубока. Мы всегда встречаемся с чем-то, чего не замечали раньше, что поражает нас своей красотой, неожиданной мудростью, неповторимостью.*

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The search for the author of the presented text, and then students in the process of creating their own texts of the only correct word for a text of a certain style and genre, language comprehension of the found word inevitably leads to the formation of metasubject integrative verbal knowledge. From a word in a text example to a word in a student's text – this is the way to form the student's communicative competence. At the same time, it becomes necessary to create individual trajectories of speech-creative development of students, diagnose and correct the activities of teachers and students.

In the process of working with the text, it is assumed that the lexicographic support of students' language activity is obligatory – work with dictionaries of different types which allows to determine the meaning of a keyword of the text, in this case the word *сфера/ sphere*, to identify the combinability of the word.

- Historical and etymological dictionary of modern Russian (Chernyh, 1991).
Сфера. Шар или его внутренняя поверхность (о земном шаре, небесном своде). *Земная сфера*.

Пространство - область какой-либо деятельности, проявления каких-либо отношений, интересов. *Сфера производства. Сфера обслуживания.*

Общественное окружение, среда, обстановка.

Круг лиц, объединенных общностью социального положения или занятий
Дипломатические сферы. Театральные сферы.

- Active dictionary of the Russian language: theory and practice (Aprisjan, 2011).

Сфера - «область, пределы распространения чего-либо»; «среда», «окружение». В русском языке слово *сфера* известно с начала XVIII в. как мат. термин (в значении «шар») и как термин астрономии. Можно предполагать прямое заимствование из латинского языка. Более поздние заимствования: *атмосфера, стратосфера, батисфера.*

- Using the dictionary of foreign words, define the meanings of the words: *сфериты, сфероид, сферолиты, сферометр, сферосомы.*

The work with dictionaries of different types organized by a teacher allows to form the metasubject skills of students: appeal to dictionaries, to reference literature is indispensable for every person.

The tasks aimed at creative language use proposed in this text are focused on the formation of integrative verbal knowledge – from the penetration of students into the author’s plan, associated with the search for the only correct word “сфера” / “sphere”, to the development of verbal skills, the formation of the communicative competence of students:

- Determine style of the text. Support your answer with reasons.
- Fill in the associative map with the stimulus word *сфера*.
- Define bearings of the author’s associations in the text.
- Highlight keywords of this text.
- What is life (“жизнь”)? Recall proverbs, sayings, authors’ narratives about life.
- “...жизнь не имеет границ!” / “life has no bounds”. What is your understanding of these words and do you agree with the author of the text?
- Describe the process of author’s searching for the word “сфера”: *границы жизни – пределы жизни – горизонты жизни – оком – сфера.*
- Draw a sketch in words about what you have recently discovered for yourselves, what you have failed to notice, what was surprising to you.
- Compile a small glossary of extremely important words for you.

The work with the text ends with students’ creating a text on one of the proposed topics or on a topic independently formulated by a student:

Моя будущая сфера деятельности / My future professional sphere.

Сфера деятельности, о которой я мечтаю / Activities I dream of.

Conclusion

Thus, the fundamental in the process of forming communicative competence of students is integrative verbal knowledge as a complex of knowledge about organization of the units of language system and their functioning in text environment, knowledge of the laws of different stylistic and genre text organization. The approach of creative language use to learning addresses not only didactic goals of a lesson but helps motivating, initiating and stimulating students' language activities, forming communicative skills of students. At the same time, the selection of text didactic material for integrative verbal knowledge output is especially important. The text being a linguodidactic dominant in language formation becomes a universal means of the formation of students' communicative competence the basis of which is integrative verbal knowledge.

Conflict of Interests

The authors confirm that the data do not contain any conflict of interests.

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