

VERBAL AND NON-VERBAL COMPONENTS OF FOREIGN LANGUAGE EDUCATION AS AN INTEGRAL PART OF FORMING STUDENTS' SPIRITUAL AND MORAL CULTURE

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Abstract

The significance of the problem is determined by the requirement of modern society in the education of a spiritually-moral person. The purpose of the article is to reveal the opportunities for verbal and non-verbal means of communication in the process of forming the spiritual and moral culture of students in the course of foreign language education. The leading approach to the study of this problem is personal activity, allowing to consider the learner as an active creator of spiritual and moral values. The article presents the possibility of using verbal and non-verbal means of communication in the process of forming the spiritual and moral culture of students in a foreign language course, reveals the importance of verbal and nonverbal behavior of the teacher as the standard of moral and spiritual culture. The article may be useful for teachers of the French language when writing textbooks and teaching manuals in French, in the preparation of lectures, seminars, special courses on methods of teaching the French language as well as in the practice of foreign language teaching in secondary educational institutions and at the University.

The system of non-verbal control helps to implement optimal forms of communicative interaction, avoiding those that are doomed to failure, which contribute to the formation of students' spiritual and moral culture. As a generalization, we note that the appearance of a good teacher is characterized by calmness, a firm, not stunned gait, a direct open look, a friendly expression, clear and distinct speech, the ability to behave with dignity. Excessive haste, fidgeting, unintended gesticulation, refinement of manners can cause in the students laughter and mockery. Sluggish slowness in speech and movements gives rise to boredom and drowsiness in the class; and on the contrary the liveliness and energy of the teacher are communicated to the students and create a cheerful and joyful mood in the students.

Keywords: verbal component, non-verbal component, foreign language education, spiritual and moral culture.

1. INTRODUCTION

Learning a foreign language is, in essence, learning to communicate using a foreign language [Leontyev, 1976]. Therefore, a teacher of a foreign language is primarily a partner in communication, and only then acts as a teacher and educator. A brilliant knowledge of grammar and a rich vocabulary is not yet "a guarantee of

successful communication, especially pedagogical" [Trunova, 2005].

The word itself, as it is well known, is capable of influencing the state of a person, and for a teacher the recognition of it is more important because he always strives for a situation of optimal perception and mutual understanding with students [Murashov, 1996].

In the very nature of pedagogical communication lies the indissoluble unity of ethical and professional principles. Success of pedagogical creativity largely depends on the degree of this unity. The teacher relies on the generally accepted norms of speech etiquette, using his formulas in his communication with students.

Teachers often use popularization techniques in their speech, and there is a special intonation pattern. The description of the teacher's individual speech style is clearly incomplete without the involvement of such an important and powerful means of influencing students as intonation, because the intonational style, which is manifested in the selection of intonational means of pedagogical influence, is an integral part of the teacher's speech behavior. Intonation of speech more than other language means and units is able to convey the personality of the speaker, to give a psychological portrait of the person.

A lively and expressive voice makes you think, helps to create the right tone of communication, awakens the imagination, brings up emotions, encourages and reproves. Therefore, the teacher should follow the expressiveness of intonation, gestures, facial expressions, which makes it possible to influence the audience.

Thus, before the teacher begins to teach, he faces an important task, which is usually left without any attention. The teacher should speak in order to control his own voice consciously, as he, above all, must teach his students to speak consciously. This is the first degree of pedagogical education and the first key to success, especially in mastering a foreign language.

2. METHODOLOGY AND RESULTS

The educational potential of the subject "Foreign Language" began to be developed by scientists relatively recently. In the middle of the 20th century, the first studies on the problems of educating students in the process of learning a foreign language appeared. Z.K. Schnekenorf (1979) worked fruitfully in this direction.

In recent decades, the problems of moral education in a foreign language course have been studied by M.P. Andreeva, N.G. Bazhenova (2013), I.L. Berezina (2005), I.V. Vasyutenkova (2005), E.I. Vishnevsky (1988), T.V. Golikova (2006), M.I. Evdokimova (2007), A. A. Kuragina (2006), A. A. Morguleva (2004), E.E. Oleinik (1996), E.I. Passov (2010), E.S. Rodchenkova (2009), O.E. Romanovskaya (2008) and others.

As for the problem of the spiritual and moral students' culture formation through the verbal and non-verbal components of foreign language education, it was not specifically studied, so our study is intended to fill this gap in pedagogy.

2.1. The Personality-Activity Approach in the Process of Students' Spiritual and Moral Culture Formation

The general research methodology is based on axiological principles that reflect the national and world values of the spiritual and moral life of society, and constitute one of the essential foundations of its strategy in the field of education; on the most important provisions of anthropology, cultural studies and Orthodox pedagogy on the integrity and organic hierarchy of human nature (spirit, soul and body), on the priority of the metaphysical principle over the body, human education through the development of national and world culture; on the personality-activity approach, aimed at incorporating the generalized experience of mankind in its axiological aspect, meaningful for an individual.

The personal-activity approach is based on the fact that autonomy, reflection, creativity, the need for self-improvement and constant work on oneself are the characteristic of the individual. As part of our research, it involves considering the individual as an active creator of cultural values: a person learns the culture created by previous generations, thus creating prerequisites for his future activities and manifesting himself as a creator of something new for culture. The role of the teacher in this process is to direct students to do-it-yourself activities aimed at the benefit of other people, society and themselves, to form their altruistic inclinations, thus eliminating or neutralizing the egoistic principles in the personality of a student.

Based on the foregoing, the educational work of the educational institution should be aimed at transferring the accumulated socio-cultural experience from the older generations to the younger ones creating conditions for students' self-development. Therefore, the personality-activity approach is characterized by the perception of a student as an absolute value, and, therefore, the creation of such educational situations that involve the formation of a spiritual and moral personality.

2.2. Teacher's Speech In the Process of Students' Spiritual and Moral Culture Formation

Anyone should strive to make his speech intelligible. Those who find pronunciation difficult, or who pronounce in such a way that it is not easy to understand them, are deprived of the main instrument that is necessary in dealing with people. A teacher, in particular, cannot control his class and master its attention if his pronunciation is indistinct, rude, or monotonous, without meaning. The voice is a great thing, it can attract, and repel, and excite, and blunt or annoy attention. Now everyone has a good voice by nature but one is obliged to learn to control his voice and to tune it. The speech of a teacher should be calm, restrained, intelligible, without verbosity, each word should have its value and meaning for the class.

You need to know each of the students by name and call him by name. A bad, indifferent teacher pokes his students namelessly. In a good school, a kind teacher calls children without the last name, just by name.

The teacher often has to contend with the laziness and indifference of students. In this case, it is important to remember that every suggestion and punishment must be effective. No need to spend all your strength at once. Sometimes a glance or a movement are enough. When it is not enough - the word acts. But when one word is enough, you need to be careful of wordiness.

There is no need to annoy trifles and attach importance to them. If someone drew a teacher's figure somewhere on a desk, on a board or in a notebook Pobedonostsev advises: "Erase it calmly or or ask one of the students who is on duty that day to do it. It's a trouble if you get mad or start investigating. Then the example will become contagious" [Pobedonostsev, 2004]. This situation is clearly shown in the film "Chorus."

Most instructions and reprimands act badly if a student does not get used to seeing in a teacher a lively image of skill, diligence, good faith and respect for him. When a student is afraid of a teacher in the moral sense of the word, one glance, one word of a teacher, wakes a student up, shames, approves, revives, and guides.

On the other hand, those teachers who, instead of convicting guilty ones, caress and indulge them wrongly, having the goal to win the love of others, for example, undoubtedly praise for success, inability or laziness to the subject - they overestimate the estimates. It happens that a student discovers good qualities, but the teacher, instead of secretly rejoicing at this young man and quietly maintaining good sides in him, begins to loudly extol him and express his surprise at his "perfections", which contributes to the development of the student's self-esteem. The teacher indulging in his students keeps himself on an equal footing with them, who likes to joke with them, makes all sorts of concessions and condescension. But even such an educator does not always achieve his own goal - to be a beloved teacher, because children are ingenious and at the subconscious level feel false and hypocrisy. In any case, such a pedagogue is engaged not in upbringing, but in spoiling the upbringing of a young man.

It is important to note that in no subject studied at school, the effectiveness of a lesson depends so much on the speech of a teacher, as at the lessons of a foreign language. Here the language is not only the means by which the student gains knowledge, but also the purpose of the study. Therefore, the teacher must always treat students with courtesy and tact. Pay attention to your speech. Do not speak too loud. Loud speech excites students, too quiet bores them. You should speak expressively and at a normal pace, watch your speech and avoid parasitic words, unnecessary exclamations. In addition, the teacher must be consistent in his requirements. There is no need to ignore discipline violations, however, it is better to talk with individual students about their behavior after the lesson, not to give out the notations, and avoid comments at the lesson, because they only distract students from work. If you need to make a comment, then do it, indicating what and how to do and not vice versa. Therefore, it is through his speech that the teacher can realize himself as a creative person, convey his world view to students, and express his professional and personal position.

2.3. Teacher's Emotions

Among the educationally significant aspects of the process of learning a foreign language, we would like to pay special attention to the psycho-emotional aspect. Emotions are a concomitant element of activity and, as evidenced by studies of domestic and foreign psychologists, contribute to the successful solution of educational tasks.

The novelty of the subject, bright, colorful means of visualization, the use of techniques such as competition, play, using poems, songs, etc., have a positive emotional impact on students. Here a lot depends on the teacher. The general major mood of the lesson, cheerfulness, mutual trust, sense of humor and the mood

caused by such factors make a student kinder, more sympathetic and at the same time, he becomes more receptive, positively disposed to the educational classes.

The sphere of teacher–student relations as well as the psychological climate in the classroom is also of great educational importance. Coldness and formality in the behavior of a teacher interfere with the provision of relaxation conditions, so necessary for full-fledged activity, generate feelings of alienation.

Therefore, a teacher must always be an active and creative person and act as an organizer of the students' everyday life.

Thus, any pedagogical influence presupposes, first of all, the teacher's self-manifestation in speech and nonverbal behavior. With their help he teaches, educates, inclines to his own point of view, argues, creates miraculous images that are most firmly in students' minds.

2.4. Teacher's Culture

Any philologist, and especially a teacher, should remember that he bears a huge responsibility. Learning a language cannot be limited only to the achievement of spelling and punctuation literacy. It is necessary to teach to think over what has been read and what has been said, to consider the meaning and completeness of the emotional content of the artistic works and speeches of other people, as well as to develop your own speech, making it more vivid and meaningful.

The teacher-philologist should provide for their students a sample of cultural behavior. In the process of speech communication people perceive not only thoughts, but also the language itself as well as speech means and individual characteristics of thinking and speech behavior of those with whom they have to communicate. Naturally, the personality of a teacher can have a huge impact on the formation of students' moral, aesthetic and ideological consciousness. It is necessary, therefore, for the philologist himself to possess moral, cultural and ethical guidelines. It must be a highly educated, versatile person who knows how to be restrained and organized, respect his audience and earn respect in return. Therefore, in the activities of the teacher-philologist unacceptable reduction in style of speech, vulgar behavior; tactlessness towards others.

Formation of the speech culture in a teacher is a necessary condition for the formation of ideas about language norms and rules of speech etiquette among students. The teacher forms in his pupils a respect for the word, a culture of oral and written communication. It is always necessary to remember that in parallel with the mastering of the skills of speech activity, the development of the personality as a subject of communication takes place, and intellectual properties develop. Therefore, the main task of a philologist is not only to familiarize students with a particular language and culture, but also to develop the ability to listen, understand and respect your interlocutor. It is obvious that philological competence is the basis for the successful implementation of these tasks [Solovova, 2008].

2.5. Nonverbal Communication

“The general concept of communication is based on the concept of management, purposeful influence on each other, as a result of which the information state of partners is transformed” [Levitan, 1980]. The unit of communication is the act of communication, in which at least two people participate, each of whom as a result of influencing each other acquires new knowledge, new thoughts, new intentions, etc., that is, interprets the information received.

Experiments of scientists from around the world show that a significant proportion of the information received is decoded on a non-verbal level. Non-verbal means of communication are “very specific semantic and emotional information, significantly complementing, specifying, specifying the one carried by elements of the language” [Ostroumov, 2005].

Non-verbal means of communication include an extremely wide range of phenomena. These are facial expressions and gestures, temporal and spatial organization of communication, vocal and intonational characteristics of speech, such as tempo, timbre, pitch, loudness of voice, etc.; phenomena accompanying speech flow: cough, pauses, sighs, etc. ., eye contact, gait, posture, clothing and even the smell of the human body. With the help of all these phenomena, the person deliberately and unconsciously transfers information that is of great importance for the successful flow of communication.

The success of the interaction of speech partners on the verbal level depends, on the one hand, on the ability to interpret correctly and fully the non-verbal messages of the interlocutor, and on the other, on the ability to adequately and organically using the means from their own non-verbal repertoire. Therefore,

teaching the verbal aspect of the French language, for example, we use the principle of correlation with speech material [Bazhenova, 2007] and the non-verbal component of communication. So, for example, when studying the topic "The sign expression of time in the French communication system" within the special course "Non-verbal means of communication in teaching French", we introduce students not only with gestures expressing the past time (slow tilting the head back or raising the whole hand with a palm) back high above the head with a broad movement for themselves), but also the figurative expressions that accompany them ("vieux comme Adam" is as old as Adam; "vieux comme Hérode" is as old as Herod; "vieux comme Mathusalem" as old as Methuselah) bearing at the base voey allusion to the biblical parable [Bazhenova, 2007].

In the arsenal of a True Teacher, besides words, there will always be a friendly smile, an expressive gesture, a full understanding of the look, an expressive posture - all that is traditionally counted among non-verbal means of communication. Like the words "non-verbal means are brought into the process of communication in all three aspects: perceptual, interactive and informative.

In the perceptual aspect of communication, the non-verbal component plays a decisive role: in the first minutes of interpersonal contact, more than 90% (!) of information is transmitted through non-verbal channels, and it is at this time that the students have the first impression of a teacher as an interlocutor.

The primary information about a person, received in the first seconds of communication, is so essential and significant that it will subsequently determine the further course of communication and its results. This fact allowed A.A. Leontyev's definition of a non-verbal component as an "indicative basis of communication," implying that "from the very beginning, the nature of communication is defined by spatial and some other visual" keys "[Trunova, 2005]. Therefore, it is necessary to remember it going to the first meeting with the students, holding the first parent meeting or getting to know a new colleague. After all, the first impression of yourself is difficult, and sometimes impossible, to correct in future.

Non-verbal behavior of a person is unusually informative, you only need to develop the ability to perceive and correctly interpret non-verbal signals of others. With this skill the teacher can get very important information about the student's personality. For example:

- About the temperament of the student (a choleric child, for example, can be easily identified by the abundant sweeping gesticulation, intense facial expressions, etc.);
- About his emotional state at the time of training (to relieve nervousness and tension, people often resort to gestures-adapters: they turn a pencil in their hand, rub a piece of clothing or objects near them, etc.);
- About his personal properties and qualities; (closure as a character trait also manifests itself in the non-verbal behavior of the individual – a small number of gestures, mean facial expression, a child avoids looking directly into the interlocutor's eyes);
- About his I-image and self-esteem (a student with low self-esteem will never take the first desk, but, on the contrary, will find for himself a "quiet secluded spot" behind the backs of his comrades);
- About his communicative competence (difficulties in selecting the right word or grammatical form are easy to track by a large number of search gestures that accompany the student's speech);
- About his social status (a student who is a leader in a children's team occupies a central place in space relative to other members of the group, a large number of instrumental gestures can be found in his non-verbal repertoire, and command notes in his voice);
- About the relations of the participants of communication to the situation itself, allowing them to regulate the interaction: comfort / calm / interest / nervousness / non-tolerance (interest in the topic under discussion is outwardly manifested in a particular body position: the corus turned to the speaker; hand chin; steady eye contact).

And finally, the interactive aspect of communication, in which the non-verbal component acts as a non-temporary element of feedback. Eye contact, a nod of the head, as well as some other impressive body movements make the interlocutor know that the "contact" was made, the speaker was heard and understood. The absence of any mimic or gestural manifestations on the part of the interlocutor indicates that he is not disposed to the conversation, is not interested in the answers. This is often regarded as an insult and inevitably leads to the cessation of contact between the teacher and the student. Therefore, listening to the student's response, it is necessary to maintain a tangible contact with him, express his attitude to what he heard, stimulate his speech activity with gestures and nods, only in this case the educational communication will be as close as possible to real human communication [Trunova, 2005].

The teacher should also be able to move, stand, sit during intercourse, since the speech mood of the students depends on his postures. So, for example, if a teacher approaches an auditorium, then the attention of students concentrates on his person. In this case, it is recommended to report the most complex educational material. Removing the teacher from the students at least a few steps allows them to switch to understanding the hearing.

3. CONCLUSIONS AND RECOMMENDATIONS

The system of non-verbal control helps to realize the optimal forms of communicative interaction, avoiding those that are doomed to non-understanding in advance, which contributes to the formation of the spiritual and moral culture of students. As a generalization, we note that the appearance of a good teacher is characterized by a degree, calmness, a solid, unplayed gait, a direct open look, a friendly expression, a clear and distinct speech, the ability to keep oneself with dignity. If the teacher is always frowning and angry, then he repels and frightens the students. Excessive haste, agility, inordinate gesticulation, refinement of manners can cause laughter and mimicry in students. Sluggish sluggishness in speech and movement creates boredom and drowsiness in the classroom and, on the contrary, the liveliness and energy of the teacher communicates to the students and gives them a cheerful and joyful mood.

The article material can be useful for teachers and teachers of a foreign language when writing textbooks and teaching aids, when preparing lectures, seminars, special courses on the methods of teaching a foreign language, as well as in practice of teaching foreign languages in a general educational institution and at the university.

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