

Integrative mechanisms for increasing efficiency of educational and methodological interaction between teacher and student

Kazan Federal University, 420008, Kremlevskaya 18, Kazan, Russia

Abstract

© 2018 National Research Ogarev Mordovia State University. All rights reserved.. Introduction. Educational and methodological interaction between teacher and student during lecture caused many questions in recent years. The essential structural part of this interaction is work with text. Questions arise relative to students' inability to find core information in text, to clarify the concepts, to explain the logics of presentation, to understand syntax of a course-book or lecture text. The research problem is to integrate pedagogical and psycholinguistic approaches and to develop new mechanisms for working with text. The purpose of this article is to develop integrative mechanisms for working with academic texts. Materials and Methods. In the study we drew on analysis and comparison, induction and deduction, psycholinguistic analysis, and generalisation. The methodology of working with text was developed based on structuralism, hermeneutics and the theory of unity. Kazan linguistic school (founded by Prof. I. A. Baudouin de Courtenay) considers a text as a historical and psychological phenomenon: the text materialises a set of methods of cognition. This approach was successfully developed by German psycholinguists. Therefore, the theoretical basis of our research is technique by D. Hake, K. Nestler (Germany) adapted for evaluating the effectiveness of pedagogical communication. Results. The study developed mechanisms for increasing the efficiency of the teaching and methodological interaction between teacher and student based on integration of traditional methods of working with text in university and psycholinguistic procedures of text analysis. Integration of these methods with psycholinguistic procedures of information, logical interrelation, conceptual and syntactic complexity analysis made it possible to improve efficiency of the text work and consequently - educational and methodological interaction. As a result we identified four mechanisms: testing the structural-semantic content, improvement of structural and logical analysis, mastering the procedure of lexical and conceptual analysis, structural-syntactical analysis. The results of the study have practical significance: the mechanisms can be reproduced in a wide range of high-school practice and affect the quality of education, improve the level of social and intercultural communications. Discussion and Conclusions. In the educational practice of universities, integrative mechanisms to increase the efficiency of educational and methodological interaction are not sufficiently applied. Our results suggest that the use of integrative mechanisms allows improving the efficiency of not only text work, but also the quality of teacher training in general. The findings of the study will be useful to students, teachers and specialists in the field of education and pedagogical communication.

<http://dx.doi.org/10.15507/1991-9468.091.022.201802.248-261>

Keywords

Integrative mechanism, Pedagogical communication, Psycholinguistic procedure, Text of the book, Work with the text

References

- [1] Ulzytueva A.I. Bilingual educational space as a socio-cultural phenomenon. *Uchenyye zapiski Zabaykalsko-gosudarstvennogo universiteta*. Ser.: Professionalnoye obrazovaniye, teoriya i metodika obucheniya = Bulletin of Transbaikalian State University. Series: Vocational Education, Theory and Methods of Teaching. 2011; 6:127-132. Available at: <https://elibrary.ru/item.asp?id=17240753> (accessed 12.12.2017). (In Russ.)
- [2] Gabdulchakov V.F. The technology of activation of theoretical and creative thinking of bilingual students. *Review European Studies*. 2015; 7(5):72-78. DOI: 10.5539/res.v7n5p72
- [3] Gabdulchakov V.F. Personification of multicultural education in the universities of Russia (analysis of training specialists for kindergartens). *Procedia - Social and Behavioral Sciences*. 2014; 146:129-133. DOI: 10.1016/j.sbspro.2014.08.099
- [4] Gabdulchakov V.F. Preparing to work with text in kindergarten. *Procedia - Social and Behavioral Sciences*. 2014; 146:323-328. DOI: 10.1016/j.sbspro.2014.08.141
- [5] Gabdulchakov V.F. Communicative core of interaction and its influence on education results. *Procedia - Social and Behavioral Sciences*. 2014; 146:381-384. DOI: 10.1016/j.sbspro.2014.08.134
- [6] Gabdulchakov V.F. Pedagogical skills of the teacher and the degree of creative self-realization of a student in conditions of university educational space. *Procedia - Social and Behavioral Sciences*. 2014; 146:426-431. DOI: 10.1016/j.sbspro.2014.08.149
- [7] Gabdulchakov V.F., Bashinova S.N. On learning strategies in higher education. *Izvestiya Rossiyskoy akademii obrazovaniya = Russian Academy of Education Bulletin*. 2017; 1:48-54. Available at: http://www.mpsu.ru/sites/default/files/files/pub/iz_raq_n1_17site.pdf (accessed 12.12.2017). (In Russ.)
- [8] Gabdulchakov V.F., Kusainov A.K., Kalimullin A.M. Education reform at the science university and the new strategy for training science teachers. *International Journal of Environmental and Science Education*. 2016; 11(3):163-172. DOI: 10.12973/ijese.2016.300a
- [9] Milovanova G.V., Kharitonova I.V., Fomina S.N., Dayker A.F. Assessing self-study work's significant skills for successful learning in the higher school. *Integratsiya obrazovaniya = Integration of Education*. 2017; 21(2):218-229. (In Russ.) DOI: 10.15507/1991-9468.087.021.201702.218-229
- [10] Milovanova G.V., Rybakova A.I., Fomina S.N. The willingness of students to an independent work under the conditions of distance education. *Vestnik Akademii prava i upravleniya = Bulletin of Academy of Law and Management*. 2015; 40:163-174. Available at: <http://elibrary.ru/item.asp?id=24259779> (accessed 12.12.2017). (In Russ.)
- [11] Egorychev A.M., Mardocheev L.V., Rybakova A.I., Fomina S.N., Sizikova V.V. Society and education in the early 21 century: integration of tradition and innovation. *Journal of Advanced Research in Law and Economics*. 2014; 5(2):82-91. DOI: 10.14505/jarle.v5.2(10).04
- [12] Mardakhaev L.V., Nikitina N.I. [Modern pedagogical paradigms of continuous professional education of specialists in the social sphere in the university complex]. *Vestnik Sibirskoy gosudarstvennoy avtomobilno-dorozhnoy akademii = Bulletin of the Siberian State Automobile and Highway Academy*. 2012; 2(24):146-152. Available at: <http://vestnik2.sibadi.org/wp-content/uploads/2016/10/release-2-2012.pdf> (accessed 12.12.2017). (In Russ.)
- [13] Mityaeva A.M., Fomina S.N. Technological support implementation of the model of vocational training of professionals working with youth. *Uchenye zapiski Orlovskogo gosudarstvennogo universiteta = Scientific Notes of Orel State University*. 2016; 1(70):226-231. Available at: <http://oreluniver.ru/public/file/archive/201603.pdf> (accessed 12.12.2017). (In Russ.)
- [14] Ljubimova E.M., Galimullina E.Z., Ibatullin R.R. The development of university students' self-sufficiency based on interactive technologies by their immersion in the professional International Education Studies. 2015; 8(4):192-199. DOI: 10.5539/ies.v8n4p192
- [15] Shcherbakova O.Yu. Feature of behaviour of higher education institutions in modern market conditions. *Kontsept = Concept*. 2015; S10:41-45. Available at: <http://e-koncept.ru/2015/75174.htm> (accessed 11.01.2018). (In Russ.)
- [16] Barsukov E.M., Panicheva T.B. Stages of art education. *InnoTsentr*. 2016; 4(13):7-11. Available at: [http://innoj.tversu.ru/Vipusk4\(13\)2016/2%20%20%D0%9F%D0%B0%D0%BD%D0%B8%D1%87%D0%B5%D0%B2%D0%B0.pdf](http://innoj.tversu.ru/Vipusk4(13)2016/2%20%20%D0%9F%D0%B0%D0%BD%D0%B8%D1%87%D0%B5%D0%B2%D0%B0.pdf) (accessed 18.01.2018). (In Russ.)
- [17] Menter I. Teacher education. In: Wright J.D., editor. *International encyclopedia of the social & behavioral sciences*. 2 Ed. Oxford: Elsevier. 2015; 24:51-55. Available at: <http://www.education.ox.ac.uk/about-us/directory/emeritus-professor-ian-menter> (accessed 12.12.2017).
- [18] Gould N.F., Holmes M.K., Fantie B.D., Luckenbaugh D.A., Pine D.S., Gould T.D. Performance on a virtual reality spatial memory navigation task in depressed patients. *American Journal of Psychiatry*. 2007; 164(3):516-519. DOI: 10.1176/ajp.2007.164.3.516
- [19] Cunningham I. Learning to lead - self managed learning and how academics resist understanding the process. *Development and Learning in Organizations: An International Journal*. 2010; 24(2):4-6. Available at: 10.1108/14777281011019434
- [20] Hsu J., Hamilton K., Wang J. Guided independent learning: A teaching and learning approach for adult learners. *International Journal of Innovation and Learning*. 2015; 17(1):111-133. DOI: 10.1504/IJIL.2015.066103
- [21] Mohr-Schroeder M.J., Jackson C., Miller M., Walcott B., Little D.L., Speler L. et al. Developing middle school students' interests in STEM via summer learning experiences: see blue STEM camp. *School Science and Mathematics*. 2014; 114:297. DOI: 10.1111/ssm.12079

- [22] Root-Bernstein R. Arts and crafts as adjuncts to STEM education to foster creativity in gifted and talented students. *Asia Pacific Education Review*. 2015; 16(2):203-212. DOI: 10.1007/s12564-015-9362-0
- [23] Hatwood Futrell M. Transforming teacher education to reform America's P-20 education system. *Journal of Teacher Education*. 2010; 61(5):432-440. DOI: 10.1177/0022487110375803
- [24] McMahon M., Forde Ch., Dickson B. Reshaping teacher education through the professional continuum. *Journal Educational Review*. 2015; 67(2):158-178. DOI: 10.1080/00131911.2013.846298
- [25] Darling-Hammond L. Research on teaching and teacher education and its influences on policy and practice. *Educational Researcher*. 2016; 45(2):83-91. DOI: 10.3102/0013189X16639597
- [26] Xin J.F., Accardo A.L., Shuff M., Cormier M., Doorman D. Integrating global content into special education teacher preparation programs. *Teacher Education and Special Education*. 2016; 39(3):165-175. DOI: 10.1177/0888406416631124