

HUMANITIES EDUCATIONAL MILIEU CONTRIBUTING TO FOREIGN LANGUAGE TRAINING OF UNIVERSITY STUDENTS

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Abstract

The article traces the interrelation of human sciences, culture and language, which is the unifying field of the humanities milieu. A foreign language is considered in the context of interdisciplinary connections, when studying of humanities facilitates foreign-language training. The concepts of "culture" and "language" are inseparable, and their interrelations have been discussed by linguistic scholars for many decades. The XXI century is characterized by the diversity of world cultures and the multilingualism of the world, therefore a modern professional should act as a linguistic personality capable of conducting a successful dialogue with foreign partners, taking into account their culture and traditions.

Professional activities within human sciences are aimed at interpersonal relationships, so the skills necessary for a future professional in the human science sphere are to communicate effectively with people, including such personal qualities, the development of which is facilitated by teaching a foreign language. Foreign language training of future professionals in humanities in the process of studying human sciences can provide the foundations for a new cultural, educational and social thinking. The human sciences educational milieu is a cultural and educational area with a priority of humanistic and moral values. Humanities contribute to the creation of a humanities educational environment, an environment that is able of not only translating knowledge, but growing an individual who can create such knowledge.

The most important characteristic of humanities educational milieu, which primarily relates to the concentrated content of education in it, is integrativity. It is this property, objectively inherent in the phenomena of the human world, which should become the determining factor in the construction of the educational process, and, therefore, characterize the educational environment. An essential feature of the humanities educational milieu of a higher educational institution is the universality of the education received. This property is due, firstly, to the specifics of University education. For positive results in foreign language training in the professional human sciences sphere, consideration of interdisciplinary links helps to reveal the specificity of foreign language learning of future professionals in humanities.

Keywords: humanities milieu, culture, foreign language training, interdisciplinary links, personal activity approach, communicative competence, learning, education, teaching, university, student.

1 INTRODUCTION

One of the most important goals of foreign language training is the formation of mutual understanding. At any time of the development of culture, the language that serves it reflects it fully and adequately [1], [2]. Language was the primary concern of the Humanities already in the XX century, which was known under the sign of "linguistic turn". The analysis of everyday, artistic, scientific and philosophical language, its semantic, grammatical and logical structures was approved as the main task of researches in humanities. Synthesis of language is an area in Humanities, which aims to synthesize new terms, concepts and judgments based on their linguistic analysis. Where there are distinctive elements of judgment, there arises the possibility of other judgments, other combinations of elements, and hence the area of the new thinking and predictability. The results of these processes are particularly evident in the study and analysis of ancient languages, such as Latin, which provided the basis for modern European languages. A distinctive feature of the training of future lawyers, for example, is the study of the Latin language, as it is the language of Roman law, which provides the foundation for professional foreign language training. Studying of the Latin language is the fundamental basis for the training of future lawyers, and the majority of English borrowings go back to Latin, and at this stage the basics of mastering the professional terminology vocabulary are laid. In addition to the activation of interdisciplinary connections, education begins to acquire a bilingual character, which contributes to the formation of a multilingual personality.

Skills that allow effective communication with people, including personal qualities such as respect for others' opinions, delicacy, sincerity, empathy, ability to improvise and creativity, the development of which contributes to teaching a foreign language, are necessary for a professional in human sciences sphere. As faithful companions of life, objects of Humanities are inexhaustible: after all, works of art become more valuable over time. The constructive potential of foreign language training of future professionals in humanities in the process of studying human sciences is a topic that requires not only theoretical but also practical development [3].

2 METHODOLOGY

The main goal in the foreign language training of future professionals in humanities field is the development of their ability to communicate in a foreign language, the formation of skills of professional and business foreign-language communication at a high level. The realization of this goal is connected with building up the following communicative skills: the use of rational methods of mastering a foreign language, continuously improving in it; understanding and generation of foreign language utterances in accordance with a particular situation of communication, communicative intent; the conduct of their communicative behavior, taking into account the rules of communication and the national and cultural characteristics of the country of the language being studied, and et cetera. The formation of the above skills is associated with the formation of a communicative competence that involves the inclusion of a foreign language in the context of the life of a future humanities specialist when a foreign language serves as a means of communication and interaction with another national culture and its bearers. The processes of familiarization with foreign cultural values and realities are intensifying educational and developmental aspects in the process of studying human sciences.

Selection of the content of foreign language training of future humanities professionals is carried out in accordance with the interests of the students, taking into account their communication needs and social order [4]. The content of teaching human sciences, in addition to the generally communicative orientation, meets such requirements as informative value, authenticity, and accessibility. Organization of foreign language training in the humanities area takes into account the main provisions of the personality-activity approach, which means: ensuring the development of personality through organization of activities; formation of the notion of communicative activity as personally-significant; unity of personal and subject-practical aspects of communicative activity.

Taking into account the main features of the personality and activity components of the personality-activity approach to foreign language training of future specialists in humanities, habitual ideas are reviewed: on the object of the pedagogical process, in which still not communicative actions of students are in action, but the language system itself; on the scheme of interaction between the teacher and students as subject-object relations; on the pedagogical process as knowledge communication, and the organization of learning.

The process of foreign-language training of future professionals in humanities at higher educational institutions as organization of educational activities in the context of the personality-activity approach means the reorientation of the whole process to the formulation and solution by the students themselves of specific educational and cognitive tasks (research-based and communicative). The peculiarity of the personality-activity approach in teaching is in the fact that the object of mastering changes from the linguistic system to speech activity in such forms as listening, speaking, reading and writing. The language system acts only as a means of realizing this activity.

3 RESULTS

3.1 Structure of the humanities field

In the humanities, three levels are distinguished: 1) subject (forms of primary sign activity: language, values, norms, customs, beliefs, rituals, myths, and arts): culture; 2) theoretical (knowledge, information): culturology; 3) practical (activity on the basis of cognition, metapractice, transformation): cultural studies [3].

The humanities field in the sphere of language has a three-layer structure. Firstly, on the basis of the language, the primary "arts of writing" emerge - lyric poetry, epic, drama, united by the concept of artistic literature. Secondly, on the basis of language, theoretical disciplines arise, that explore both the language itself – linguistics, and language arts - literary studies. This way the traditional disciplinary division of the language field is generally complete, followed by only refinements and

specifications (genres and types of language arts, trends and methods in linguistics and literary studies).

3.1.1 Creating a humanities milieu

Creation of a humanities milieu is a process that influences the formation of the individual and his/her activities in the context of modern society. We can consider the opinion of V.L. Kurguzov that the humanities milieu is a deliberately formed human sciences orientation of educational programs and specific disciplines that represent the unity of material and spiritual factors that contribute to the formation of personality [5, p.21].

From the point of view of functioning, O.L. Kolonitskaya considers humanities milieu of university as a unity of the humanities environment at the level of the university activity, department, and also at the level of particular classes: the humanities milieu at the level of the university activity is a set of actions, participation in the organization of the educational process and the totality of conditions influencing the acquisition of knowledge in humanities. The humanities milieu at the level of the department is a set of actions aimed at organizing the educational process, taking into account the specifics of training of future professionals at each individual department. The humanities milieu of classes is a detailed developed system of methods and technologies of training that are aimed at forming a future competitive specialist in the humanities area, his/her professional and personal qualities. Creation of a humanities learning environment for learning a foreign language is important for creating conditions for using interdisciplinary links with humanities disciplines, as well as creating a favourable psychological microclimate and trusting relations between the teacher and students [6].

3.1.2 Characteristics of the Humanities Educational Milieu

The most important characteristic of the humanities educational milieu, which, first of all, refers to the content of education that is concentrated in it (including not only knowledge itself but also effective methods of activity), is integrativity. It is this feature, objectively inherent in the phenomena of the human world, which should become the determining factor in the construction of the educational process, and, therefore, characterize the educational environment.

An essential property of the humanities educational milieu of a higher educational institution is the universality of the education received. This property is due, firstly, to the specifics of university education. The aspect that is considered in connection with the interpretation of the property of universality in pedagogical education highlights the formation of students' universal general cultural competences of acquiring new knowledge, which may be needed in solving unknown problems. On the other hand, the universality of education has always been associated with its fundamental character.

The most important quality of humanities is their vastness, which is necessary for students' personal choice of the content and the way they receive education in accordance with their needs and goals. This vastness creates opportunities for implementation of a varied educational process, both in content and in the educational technologies used, which undoubtedly gives it a pronounced human sciences character, and also allows introduction of original courses in teaching and methodological work [7].

3.2 Language as the unifying field of the entire humanities educational milieu

Foreign language training of future professionals in humanities in the process of studying human sciences can provide the foundations for a new cultural, educational and social thinking. The humanities educational milieu is a cultural and educational space with a priority of humanistic and moral values. In the humanities educational milieu, foreign language training plays a special role, consisting in a linguistic orientation, in which the language is viewed as a unifying field of the entire humanities educational environment [8].

Foreign language training of future specialists in humanities in the implementation of interdisciplinary links with major human sciences is carried out through the polysubjective and individual creative character of the educational process, when the very content of learning and the ways of its assimilation are based on the comprehension of the previous experience of students and the satisfaction of educational needs that are vital for them.

Foreign language is used both as a tool in the search and preparation of information and as a way of presenting the prepared educational material on humanities in foreign language classes. Such an

adjacent preparation for classes, for example, contributes not only to the development of the ability to read and translate foreign texts of a professional orientation, but also to acquiring the necessary skills of professional and interpersonal communication in a foreign language.

3.2.1 Interdisciplinary links for language training

According to some recent surveys, the complex of human sciences is divided into three groups, depending on the evidence of demand in modern Russian society, popularity among students and applicants: "leaders" are economics and law, "perspective" are sociology, psychology and international relations, and "outsiders" are linguistics, history, culturology, pedagogy and philosophy [9].

Prospective lawyers, economists or managers need to know, master and be able to use professional vocabulary in their field not only in Russian, but also in a foreign language to freely navigate within the nuances of international law, the world economy or international trade, to take over the experience of their foreign colleagues, interact with them. Institutions that focus on their development are striving to form during the educational process an integrated personality of the future specialist, adequate to the vital professional and market needs. Accordingly, this will positively affect the learning efficiency, and, consequently, the professionalism of graduates.

From the cycle of professional human sciences courses, those having a contiguous character with a foreign language for future lawyers, for example, are: history of the state and law of foreign countries, international law, private international law; for future economists: macroeconomics, history of economic doctrines, marketing, management, the world economy and international economic relations.

3.2.2 Specifics of the organization of teaching courses in humanities

The personality-oriented approach (as a component of the personality-activity approach) to each student is the peculiarity in the organization of teaching human sciences, when the emphasis on independent study of disciplines by students increases in the teaching and educational process. Another feature of teaching courses in humanities is openness to society, which is manifested, in particular, in connection with the introduction of the information system in the university. Courses in humanities give teachers many more opportunities for self-realization, testing of new approaches in education, and experimentation.

Courses in humanities are focused on maintaining a democratic atmosphere in the university. Individualization of the educational process, its proximity to the needs of students - is one of the essential features. Courses in humanities can have the greatest flexibility for the process of optimization and improvement of the quality of professional training of future specialists.

4 CONCLUSIONS

Humanities contribute to the creation of a humanities educational milieu, an environment that is able not only to communicate knowledge, but to grow an individual who can create such knowledge [10]. For positive results in foreign language training in the professional humanities sphere, consideration of interdisciplinary links helps to reveal the specificity of the foreign language training of future specialists in humanities. Objectively embedded intra-disciplinary connections can contribute to the natural establishment of interdisciplinary links in order to integrate knowledge in the study of a foreign language. Since a foreign language is a part of humanities, social and economic disciplines, thus for example, when training future lawyers, its interaction with philosophy, economics, and professional ethics must be taken into account; when training future economists or managers – the interaction of the discipline "foreign language" with history, law, sociology, psychology, and et cetera.

Such characteristics of the humanities educational milieu as integrativity, universality and vastness enable to realize foreign language teaching as the unifying field of the entire educational process in humanities through interdisciplinary connections. In the process of studying human sciences, students learn to build arguments, both in oral communication and in written text, including in a foreign language. Knowledge in humanities contributes to the creation of space for public utterances and actions. Participants in public dialogue should be able to express their thoughts well. Students of human sciences departments acquire the skills of a dialogical, self-critical and flexible way of thinking. They learn to speak and write in such a way as to achieve maximum results in various fields, including at the level of international interaction.

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