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LANGUAGE AND PEDAGOGICAL COMMUNICATION AS THE SUB-SYSTEM IN GENERAL PROFESSIONAL TRAINING

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Close relations between language and culture are obvious. Language is the part of human culture. Both language and culture are the most important distinctive features of society [1]. Culture determines way of speaking and thinking. Language is linked to and interacts with culture on many levels. Being a tool of communication, language makes a bridge to other people and opens access to other cultures, promoting mutual understanding. Language helps people to perceive culture, to form the ability of expressing own thoughts and opinions, to present subjective points of view. Language powerfully shapes people [2].

There are differences in the methods in which language is used [3]. The structure or architecture of speech varies from one personality to another. The conditions “restricted – elaborated code of language” are value-laden for scientists who study language. Restricted code of language is syntactically crude, has short, grammatically simple sentences and restricted vocabulary. Elaborated code of language employs a superior vocabulary, more intricate grammar and syntax and allows abstract thought to be expressed more easily. The difference in language usage is dependent upon individual intellectual development and education. The more educated an individual the more elaborate his language to be used. Educated people have access to an elaborated code of language. This fact places them at advantage intellectually. The lack of elaborated code of language is a barrier to develop intellectual potential.

It is obvious, that contemporary society demands new pedagogical tendencies in education, focused on the globalization of culture, such as to cognize the art of living with other people, to consider oneself a part of the world and to take the place in it. In this content it should be stressed on the problem of language environment and language usage in higher education system. This problem is of great importance now. Language environment influences general professional culture of the student, formation and education his personality traits. One of the destroy factors in language and cultural environment in higher education system is wide usage a strong language in students. The negative influence of this language

on cultural environment is evident. To overcome restricted code of language and strong language in students is one of the actual problems in higher education system.

One of the possible approaches to solve this problem is to address the question about language as indication of the cultural identity of students. Professional, language and cultural aspects are formed a single unit – belonging to certain professional group. The cultural identity of the student we have defined as his understanding belonging to certain professional group, that is formed simultaneously with his professional skills and is showed itself in ability to solve professional problems as well as in corresponding language behavior.

The major method to solve this problem is to create corresponding language and cultural environment in higher education system, the formation of language and cultural competences of students, which include both language and professional components. The major criterion of this competence formation is the personal cultural identity, understanding the fact to what professional group the student is belonged The formation of these competences is considered as the basic to the education of students, as the method to bring up his personality traits and allow students to communicate successfully in his professional sphere.

Language pedagogical communication plays a key role in this competence formation. The role and function of language and pedagogical communication may be analyzed in both professional and social and cultural aspects. Within the context, that is viewed high education as a cultural phenomenon, language and pedagogical communication may be examined as the sub-system in general professional training and is defined as the process of interaction among the teacher and his student, with the help of which student language and cultural competences are formed in order to create cultural identity of students.

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