Pedagogical opportunities of student communicative culture development

Larisa L. Alekseeva – Elena A. Sorokoumova – Liudmila N. Vakhrusheva – Aleksandr V. Litvinov – Natalia V. Popovitskaya – Olesya G. Filipenkova

Abstract
The article relevance is determined by the need to search for forms and means for a communication culture development among students. Its purpose is to develop and approbate a model for student communicative culture development. In the paper the concept "communicative culture" is clarified, the possibilities of the socio-cultural and educational environment are shown; the main characteristics and properties of communicative culture are presented (universality, standard in the social norms transfer, the "feedback" effect) in the paper. The specifics of the communication culture are considered, the content of the various levels (elementary, ideal, etc.) is disclosed; criteria for assessing the dynamics of communicative culture development (stability, creativity, etc.) are defined.
Key words: communicative culture, educational resources, pedagogical communication, effective interaction, the art potential, artistic and creative activity

Introduction

One of the important tasks that modern higher and secondary vocational education poses is the formation of culture, education, and professionalism of a person. On the one hand, the communicative culture is a common human culture manifestation, and on the other hand it can be considered as a component of its professionalism, professional culture, which is especially important for a "man-man" sphere of professional activity (Klimov, 2003; Masalimova, Shaidullina, Usak, 2016; Cao, Kitilova, Grunis, 2017; Masalimova et al., 2017). Addressing the problematic of a communicative culture development is relevant due to several aspects: the relationship between the communicative culture level and the personal and professional development levels (Antsyferova, 1999; Shen et al., 2017; Li, Pyrkova, Ryabova, 2017; Kazakov, Zakirova, Birova, 2017); 2) the communicative culture influence on the education quality - including continuous education (Stukalova, Alekseeva, 2017; Golubkova, Masalimova, Bírová, 2017; Kong, Kayumova, Zakirova, 2017; Galushkin, 2015a,b); 3) understanding of communicative culture as an integral part of the holistic process of student creative activity development in the university and college educational environment; 4) the communicative culture inclusion in the humanitarization of the socio-cultural space of education and upbringing (Asmolov, 2008; Zheltukhina et al., 2017).

Communicative culture, according to the concept of the outstanding Russian philosopher E.V. Ilyenkov (2002), promotes the development of a special "creative-human" attitude to the surrounding world, cultivating the highest, most perfect forms of perception. Such perception forms are necessary for the developing person since the ability to think and the ability to see the world are two mutually complementary abilities.

In science, a value-semantic concept has been created that determines the essence of the personality development through its relation to another person as to a self-worth, as to the entity, personifying the infinite potencies of the human race in himself (Bratus, 1997), etc., which in many respects corresponds to the essence of communicative culture.

The modern scientific and pedagogical information field presents various approaches to the interpretation of the concept "communicative culture": methodical (Bondarevskaya, 2000; Kuzmina, 1980; Slastenin, 2004), through world outlook (Bodalev, 1996), psychological (Ananiev, 2001; Zimnyaya, 1997), sociological (Rean, Kudashev, Baranov, 2008), environmental (Stukalova, Olesina, 2015). The most actively developed approach at present is the culture-logical approach, presented by the works of S.G. Ter-Minasova (2008) and others.

A communicative culture includes several components:
a) culture of speech etiquette
b) culture of thinking
c) culture of language
d) culture of speech.

The culture of speech etiquette is determined by the automaticity, responsiveness of its verbal forms (words, phrases) choice that is adequate by purpose, content, and conditions of communication.
Thinking in the student activities acts in the form of pedagogical communication's problems' forming and solving between the student and the group, the student, and the teacher, i.e., communicative tasks. According to A.A. Leontiev (2007), this is:

1. goals and reasons for communication
2. specificity of the audience
3. time, spatial and other conditions of communication.

The culture of man's thinking manifests itself in the selection of linguistic means and ways of forming the presented thought. Language, regarded as a means and as a way of forming thought, acts as a separate component of the speech behavior culture. The linguistic characteristics of the speech message are the dictionary volume; the combinational correctness of words and the grammatical formulation of temporal, species, etc. relations; variability and uniqueness of words in the message or "richness" of the text.
Thus, the language culture (as the third component of communicative culture) is revealed in the impeccable observance of orphoepic, word-formation and grammatical norms, in the correctness, accuracy, speed of lexical units selection, and their combination according to the rules of linguistic combination. For the students there are certain difficulties, if they are somewhat inaccurate, for example, in stressing words, phrases, it can distract the interlocutor's attention to the unusual form of the utterance, not allowing them to concentrate on understanding the content of the statement (Stukalova, Olesina, 2015). Along with the language culture, the speech culture (the fourth component) plays an important role. As the fifth important component the culture of "somatic communication" acts. In the works of E.M. Vereshchagin, V.G. Kostomarov (2005), V.G. Kostomarov (2005), etc. the notion "somatic language" ("soma" - Greek "body") is used, that is, the system of somatics. The structure of the somatic language includes statics units - postures, expressions of face and corresponding to them somatic dynamics units - gestures and mimics. Adequate knowledge of the somatic language significantly increases the level of the general communication culture.
Communicative qualities of a modern student are made up of communicative abilities and communicative skills.

The most significant communicative skills include:
• the ability to establish emotional contact, to initiate communication;
• the ability to control own emotions;

- ability to observe and switch attention;
- understanding of the partner psychological characteristics by the dialogue, by external grounds;
- verbal and non-verbal communication skills, etc.

In their totality, such skills and abilities form a communication technique or characterize the technological side of communicative culture. All communication skills can be grouped into four groups:

1. Proficiency to orient in an external situation of communication quickly and correctly;
2. Proficiency correctly to plan one's speech, i.e., the content of communicational act
3. Proficiency to find adequate means to convey this content (the right tone, the right words, etc.)
4. Proficiency to provide feedback.

The communicative qualities of the students' personality, which form the basis of communication, include:

- Speech characteristics:
- A clear diction,
- Expressiveness;
- Personal features:
- Sociability,
- Openness,
- Ability to listen and feel people.

The differences in the characteristics of the students' initial communicative culture are obvious: 1) some are brought up in a city, others in a rural area, graduate from urban or rural schools; 2) belong to different national and ethnic groups. Of particular importance are gender aspects in studies of differences in the initial state of girls and boys communicative culture.

Formation of students' communicative culture assumes both works on self-education, and creation of the corresponding pedagogical environment. The students are fascinated by the understanding that their communicative culture is a system in the center of which they are individuals (Asmolov, 2008).

The development of ideas about the personal communicative culture as a system that is being improved in active interaction with other communicative systems is necessary in order to form the students' conscious creative attitude and the desire to expand the content and forms of communicative activity, to overcome isolation, to participate in business and spiritual public communication.

For the student communicative culture formation, the form of the communicative task solution, which includes language as a means and speech, as a way of thought forming and formulating is of particular importance (Sokolova, 1995).

The basis of communicative culture is sociability, i.e., a steady desire to communicate with people, the ability quickly to establish contact. The sociability is an indicator of a sufficiently high communicative potential (Ksenofontova, 2010). Sociability as a personality property includes, in the opinion of researchers, such components as:

- communicability - the ability to enjoy the process of communication;
- social affinity - the desire to be in a society, among other people;
- altruistic tendencies - empathy as an ability to sympathize, empathize and identify as the ability to transfer oneself to the world of another person.

Diagnostics of communicative culture level involves studying and evaluating the students' communicative competencies, which are reflected, in particular, in the

interaction experience with others that is required for successful functioning in a professional environment and society. The above mentioned theoretical positions were taken into account in the model development for university and college students' communicative culture development and its implementation.

Research Methodology

State budgetary vocational educational institution of Moscow city "Polytechnic College named after P.A. Ovchinnikov"; State budgetary professional educational institution of Moscow city The College of Music and Theater Arts named after G.P. Vishnevskaya"; State Official Educational Institution of Secondary Professional Education of Nalchik in Kabardino-Balkaria Republic, Kabardino-Balkaria College "Builder"; State official educational institution of secondary vocational education in Nalchik, Kabardino-Balkaria republic "Nalchik College of Light Industry".

Totally 640 college students took part in the surveys. The study also involved 120 students from the Moscow State Pedagogical University (Institute for Social and Humanitarian Education).

A wide range of educational organizations (non-humanitarian colleges, a college in the sphere of culture and art, a pedagogical university) allowed more broadly and objectively to assess the pedagogical possibilities for current students communicative cultures development.

The study was conducted in three phases in 2009-2017.

At the first stage (2009-2010) the initial level of Moscow and Nalchik college and university students' communicative culture was revealed. A certain connection was made between the pedagogical influence of the educational environment on the levels of communicative culture and its results.

With this purpose, the following diagnostic methods were used: observation, conversation, questioning, testing, control tasks, mathematical processing methods (registration, ranking, scaling).

At the ascertaining stage, the program of the experiment on the implementation of the developed model for the communicative competence development was developed (Figure 1). The main characteristics and properties of communicative culture are revealed: universality, the standard in the transfer of social norms, the effect of "feedback."
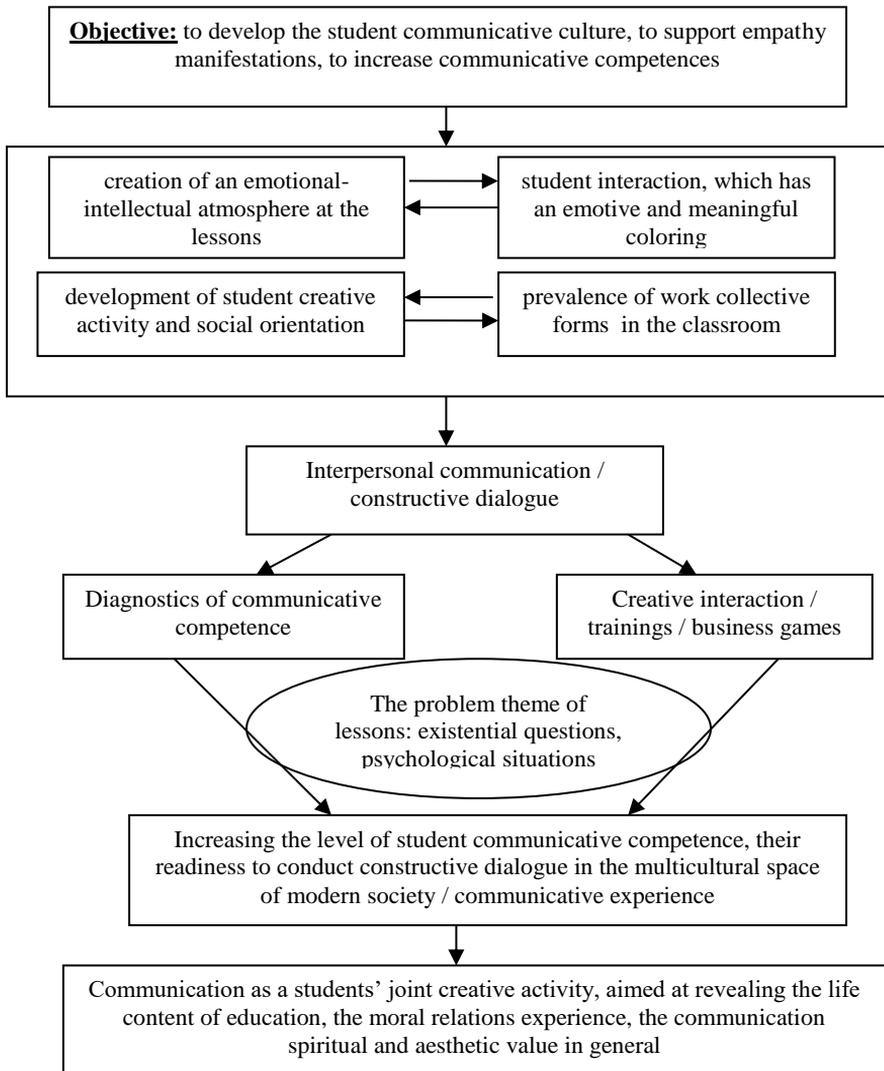
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┌────────────────────────────────────────────────────────────────┐
│ Objective: to develop the student communicative culture, to     │
│ support empathy manifestations, to increase communicative       │
│ competences                                                     │
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┌────────────────────────────┐      ┌────────────────────────────┐
│ creation of an emotional-  │ ←──→ │ student interaction, which │
│ intellectual atmosphere at │      │ has an emotive and         │
│ the lessons                │      │ meaningful coloring        │
└────────────────────────────┘      └────────────────────────────┘
┌────────────────────────────┐      ┌────────────────────────────┐
│ development of student     │ ←──→ │ prevalence of work         │
│ creative activity and      │      │ collective forms in the    │
│ social orientation         │      │ classroom                  │
└────────────────────────────┘      └────────────────────────────┘

              ┌────────────────────────────────────┐
              │ Interpersonal communication /       │
              │ constructive dialogue               │
              └────────────────────────────────────┘

┌────────────────────────────┐      ┌────────────────────────────┐
│ Diagnostics of             │      │ Creative interaction /     │
│ communicative competence   │      │ trainings / business games │
└────────────────────────────┘      └────────────────────────────┘

              The problem theme of
              lessons: existential questions,
              psychological situations

┌────────────────────────────────────────────────────────────────┐
│ Increasing the level of student communicative competence, their │
│ readiness to conduct constructive dialogue in the multicultural │
│ space of modern society / communicative experience              │
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┌────────────────────────────────────────────────────────────────┐
│ Communication as a students' joint creative activity, aimed at  │
│ revealing the life content of education, the moral relations    │
│ experience, the communication spiritual and aesthetic value in  │
│ general                                                         │
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Figure 1: The model of high schools and colleges students' communicative culture development

The second stage - the forming stage, was conducted in the period from 2011 to 2016. At this stage, the key components of university and college students communicative culture development were clarified, the system of criteria (including sustainability, creativity, empathy, the level of communicative competence and speech culture) was refined, the hypotheses main provisions about the influence of educational environment on the communicative culture development (the model is presented in Figure 2), the most important provisions of methodical support for the college students communicative culture development in the system of secondary vocational

education and higher education institutions, preliminary conclusions have been made. At this stage, experimental groups of students were formed - EG 1 (students of 2-3 courses MSPU - 120 people); EG 2 (students of the first and third year of vocational colleges in Moscow and Nalchik - 84 people); EG 3 (students of the college named after G.P. Vishnevskaya - 62 people).
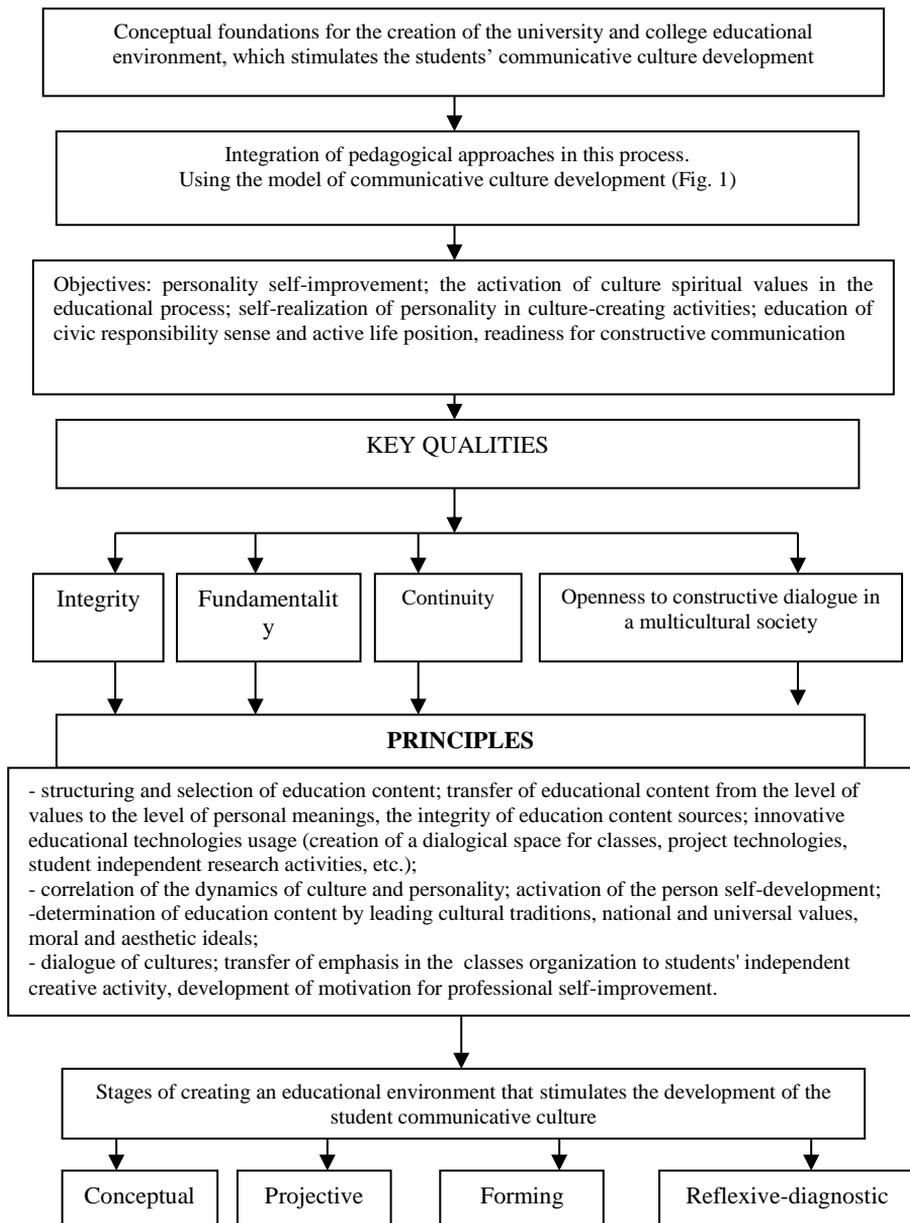
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┌─────────────────────────────────────────────────────────────────┐
│ Conceptual foundations for the creation of the university and     │
│ college educational environment, which stimulates the students'   │
│ communicative culture development                                 │
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                              ↓
┌─────────────────────────────────────────────────────────────────┐
│ Integration of pedagogical approaches in this process.            │
│ Using the model of communicative culture development (Fig. 1)     │
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┌─────────────────────────────────────────────────────────────────┐
│ Objectives: personality self-improvement; the activation of       │
│ culture spiritual values in the educational process;              │
│ self-realization of personality in culture-creating activities;   │
│ education of civic responsibility sense and active life           │
│ position, readiness for constructive communication                │
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┌─────────────────────────────────────────────────────────────────┐
│                      KEY QUALITIES                                │
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        ↓              ↓              ↓                ↓
┌───────────┐ ┌──────────────┐ ┌────────────┐ ┌──────────────────────┐
│ Integrity │ │ Fundamentali-│ │ Continuity │ │ Openness to          │
│           │ │ ty           │ │            │ │ constructive dialogue│
│           │ │              │ │            │ │ in a multicultural   │
│           │ │              │ │            │ │ society              │
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│                      PRINCIPLES                                   │
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┌─────────────────────────────────────────────────────────────────┐
│ - structuring and selection of education content; transfer of     │
│ educational content from the level of values to the level of      │
│ personal meanings, the integrity of education content sources;    │
│ innovative educational technologies usage (creation of a          │
│ dialogical space for classes, project technologies, student       │
│ independent research activities, etc.);                           │
│ - correlation of the dynamics of culture and personality;         │
│ activation of the person self-development;                        │
│ -determination of education content by leading cultural           │
│ traditions, national and universal values, moral and aesthetic    │
│ ideals;                                                           │
│ - dialogue of cultures; transfer of emphasis in the  classes      │
│ organization to students' independent creative activity,          │
│ development of motivation for professional self-improvement.      │
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┌─────────────────────────────────────────────────────────────────┐
│ Stages of creating an educational environment that stimulates     │
│ the development of the student communicative culture              │
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│ Conceptual │ │ Projective │ │ Forming    │ │ Reflexive-diagnostic │
└────────────┘ └────────────┘ └────────────┘ └──────────────────────┘
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Figure 2: Model of the university and college educational environment, which stimulates the student's communicative culture development

At the third – the generalizing stage (2016 - 2017), a qualitative and quantitative analysis of the initial and obtained data on the developed model's effectiveness was carried out. During this period, the dynamics of experimental groups' young men and women communicative culture was studied, the general results of experimental work were interpreted at a content level, the main study conclusions were formulated, on the singled out criteria basis, the obtained data were generalized, summarized and calculated.

The educative potential of the educational environment in the context of communicative culture development is conditioned by the fact that in such an environment the idea of respectful attitude to other people, understanding the possibility of multivariate human existence in various cultural, religious and social spheres is systematically and productively realized.

Such an environment creation is facilitated by a number of pedagogical conditions' organization:

- a productive mix of general - cultural, social, educational and bringing-up components of the educational process on the basis of the correlation between the dynamics of culture and personality; activation of personality self-development; determination of the educational content by cultural traditions, national and universal values, moral and aesthetic ideals; creating a dialogical space for classes; emphasis transfer in the classes organization to student independent creative activity;

- stage-by-stage, purposeful conducting of pedagogical activities, including the functional responsibilities distribution between teachers and students, the formation of a common goal, objectives, motives, and the meanings of cooperation; monitoring of the educational process, identification of pedagogical activity directions, program and methodical support preparation; educational process participants' psychological and pedagogical training; the generalization of the experimental material, the creation of methodical recommendations for the university educational environment creation, the preparation of curricula and methodical recommendations for teachers;

- interaction of the activity-oriented, personality oriented, poly-artistic and axiological approaches, as well as the ideas of cultures dialogue;

- the coordinated alignment of curricula around the educational process humanitarian component.

The model implementation was carried out with the help of teaching materials provided to teachers: the training developments on communicative competence, business games plans, and creative assignments. Also as an elective the program for a communicative culture development "For Another one How to Understand You?" was introduced in the colleges and universities educational process. The program consists of four parts. In each part, exercises and games are selected, which can be adapted to both group and individual work: the first section - "What to do with aggression and anger?", the second - "How to succeed in communication?", the third - "Learning to cooperate," the fourth -" Constructive dialogue."

A special direction in the student communicative competence development is the speech (Sokolova, 1995). Let us note that this problem is one of the most urgent for modern higher education.

In this case, we proceeded from the notion that speech culture is not only an indicator of a person's overall culture, of his or her intellectual development but also a condition for successful professional activity in various spheres of life: "Speech ... is a public good. The society is primarily interested in the strict protection of the native language's historically established norms and wealth... speech should be not only

correct but also perfect one in its content and form. The possibilities for speech qualitative improving are almost limitless. It is not necessary to demand that every person should become a first-class speaker, but everyone should be able to speak at a crowded meeting in order to express own thoughts in the living form of oral speech ..."(Zhinkin, 1998).

To increase the level of students' speech culture, cycles of special exercises, themes of monologue speeches and creative collective assignments were offered.

Diagnostics of communicative culture level was carried out with the help of methods such as pedagogical observation of participants in students experimental groups; conducting slices to determine the communicative competences level, as well as such qualities of constructive communication as sustainability, creativity, empathy. The study also assessed the mental and emotional mobility, the prerequisites of creative thinking, that can assess the self-estimation level, striving for a constructive solution of the problems arising in communication, which, accordingly, leads to an increase in communicative culture, social and professional views' more careful analysis, abilities to correlate one's motives with needs and goals that are necessary for the professional tasks realization. The study also revealed the level of students' speech culture (Bochkareva, 2001). Their communicative skills were studied, namely, the ability to initiate communication; manage one's emotions; observation; understanding of the partner's psychological characteristics in the dialogue. In addition to pedagogical observation, interviews, surveys, in each group consistently cutoffs were carried out: they included essays, short formulations of certain concepts, looking through the students independent individual and collective design work (for EG 3 - creative works).

The study results were presented to teachers at the departments and the Academic Councils sessions. Proposals for improving the model and correcting the proposed methodical maintenance for its implementation contributed to improving the student communicative culture development.

During the experiment, general criteria for communicative culture development were defined. These criteria were grouped according to the main characteristics and focus on a certain quality of personality:

- integrated criteria - *cognitive*: mental and emotional mobility, mental prerequisites for creative thinking, self-estimation level; *communicative*: openness to adjusting behavior and criticism, etc.; *operational*: the formation of professionally significant communicative qualities of the individual, responsible attitude to activity, etc .;
- communicability: sociability, artistry, intuition, etc .;
- reflexivity: openness, empathy, readiness for deliberate self-control in communication, etc.;
- communicative competence: ability to listen, speech culture, skills of constructive dialogue, possession of communication non-verbal means, the productivity of communication, etc.

Also, the study assessed the organization's (college and university) educational environment impact on the development of students communicative culture: the level of material and subject environment, the quality of dialogue communication in lessons, the existing rituals and activities to involve students in socially-oriented activities (competitions, festivals, etc.) (Beckerman, 2014).

Results and Discussion

Qualitative changes in interpersonal communication and the student communicative culture level in the experimental groups were summarized in the study by a number of tables and diagrams. Examples of tables are given below (Table 1 and 2).

Table 1: Dynamics of students' communicative culture development in EG 1 on the selected groups of criteria (generalization of indicators)

High-level criteria	Dynamics of changes in the course of experimental work				
	Beginning of experiment		End of experiment		Level change
	Abs.n.	%	Abs.n.	%	%
1. Integrated criteria					
High level	21	17,5	29	24,1	6,6
Average level	55	45,8	61	50,8	5
Low level	44	36,6	30	25	11,6
2. Communicability					
High level	42	35	47	39,1	4,1
Average level	52	43,3	53	44,1	0,8
Low level	26	21,6	20	16,6	5
3. Reflexivity					
High level	21	17,5	31	25,8	8,3
Average level	50	41,6	52	43,3	1,7
Low level	49	40,8	37	30,8	10
4. Communicative competence	38	31,6	42	35	3,4
High level	54	45	60	50	5
Average level	28	23,3	18	15	5,3
Low level					

As we can see, the greatest positive changes are shown at a high level according to the group of criteria "reflexivity."
From our point of view, these are very good results, since it is the readiness for evaluation, the "outside" view on one's activity, that becomes an impulse to further changes in the personality and, consequently, to the communicative culture growth.

Table 2: Dynamics of changes in the groups of criteria "communicability" and "communicative competence during the research (group EG-3)

Indicators of the criteria group	High level of manifestations (in%)	
	The ascertaining experiment	Control slice
1. "Communicability"		
Sociability	27	48
Emotionality / Artistry	36	87
Intuition	12	48
2. "Communicative competence"		
Listening skills	22	48
Speech Culture	17	38
Skills for a constructive dialogue	12	36
Clarity of issues	24	64
Communication productivity	37	78
Logics	37	69
Objectivity of assessing one's participation in the dialogue	9	32

Communicative culture development in the university and college educational environment provides for mutual influence, psychological influence on the behavior of the other person while using a combination of verbal, symbolic and kinesthetic means. The study found that an important characteristic of the educational environment influence on the level of students' communicative culture is the communication productivity.

It is established that in the process of communicative culture development on the basis of realized models students not only record and remember the most significant situations, strategies, technologies, etc., but also draw certain conclusions, made in the result of accumulating positive communicative experience, new generalizations, form a new view on the importance of communication and productive communication in the process of professional development.

A special feature of professional culture is its structured nature. The main components of students' communicative culture are universality, the standard in the social norms transfer, the effect of "feedback."

In general, the study of the dynamics of student communicative culture development from different groups of experiments has shown that mastering the qualities of communicative culture is, for the most part, the process of forming a certain subjective variant of professional culture. Thus, the communicative culture development is immanent to the professional development process.

As the results of the experiment showed, students who were at a high level of communicative culture had such significant qualities as professional stability, determined by the presence of internal consistency of the requirements of the individual and profession; ability to flexible interpretation of acquired professional experience and use of colleagues professional experience; readiness for self-actualization in professional activities.

The importance of the developed models use in the university and colleges educational process (including vocational ones) is also confirmed by the results of pedagogical observation of first-year students' communication, the analysis of constant polls conducted since 2011. Analysis of the polls shows that the dynamics of students' disunity, their unpreparedness for the dialogue is quite strong (34% of the total number of interviewed students since 2011 and 38% - in 2016). In addition, these

data allow us to conclude that at the present time, young people are alienating from communication on socially-oriented occasions, nationalistic sentiments are growing, public apathy is increasing, and distrust towards other people is increasing, affecting the growth of depressive moods, frustration, and lower self-esteem of students.

Among the causes of communication fear, students call (in addition to the influence of computer games and the share of virtual communication increasing in social networks) the education formalization, the emasculation of creativity, the lack of attention on the part of teachers, mostly confining their activities by lecturing, listening to reports at seminars, testing test and other assignments. Attentive, interested attitude of teachers, from the students' point of view, is often replaced by the performance of their official duties. In the university educational process practice, there is almost no emotional saturation of content and "sensory" perception of the world. Knowledge remains closed emotionally for students, and in fact, they are "dead" without deep spiritual work, without passing through personal experience, without reflection and a feeling of affinity with philosophical ideas that are full of being-sense.

As a result of the model's implementation, it was determined that the most important areas for the communicative culture development

1) for pedagogical universities students (EG 1) are:
- development of emotional culture, empathy, reflection;
- strengthening the lessons' practical orientation - and especially with regard to the students' involvement in the situation of pedagogical communication, when the result of activities is the acquisition of new knowledge in the profession. It is determined that the most attention of students is drawn to topics related to psychological problems: the features of communication with modern adolescents, the age characteristics of a group of students, the possibilities of art therapy, etc. The problem of creating and implementing pedagogical technologies is also of great interest to students;
- activation of students independent research activities. It was established that the students of EG 1, who joined in independent research activity, immanently moved to a higher stage of mastering professionally important competencies;
- development of speech culture in pedagogical communication situations.   The study identified the following stages:
▪ Stage 1 assumes the enrichment of communicative skills and abilities sphere, the sphere of the subject professional competence, self-regulation and pedagogical reflection;
▪ at the 2nd stage, the range of speech culture is expanding;
▪ 3 stage is the stage of the experience's gained creative transformation in pedagogical communication.

In general, the development of future teachers communicative culture is based on the implementation of quality activities aimed not only at professional development but also to enhance the prestige of the pedagogical specialty for students.

2) for vocational colleges students (EG 2) are:
- expansion of the general cultural outlook;
- support of achievements in creative activity, participation in various events, competitions, festivals, studios of additional education;
- creation of pedagogical situations aimed at encouraging students' independent communicative manifestations, at the formation of the ability to work in a team, a group.

3) for students of colleges in the field of culture and art (EG 3) are:
- creation of a collective creative product based on interpersonal communication and the exchange of thoughts-images in the process of its creation, including support for one's own creative intuition in the process of creating independent works in various artistic modalities, the use of various pedagogical situations in teaching aimed at developing imagination, creative intuition, readiness for teamwork;
- development of students' reflection in their own creative searches and creative strategies on the basis of the educational process activity - oriented component activation;
- expansion of spiritual life sphere, which means the development of artistic perception, aesthetic empathy, emotional culture by connecting of the accumulated personal feelings experience and students' comprehension, sensory thinking activation in the lesson content mastering.

Conclusion
So, productive communication, which makes it possible to develop the student's communicative culture especially actively, appears only when a special dialogue arises, the foundations of which are disclosed in the works of M.M. Bakhtin (1986). Thus, it becomes necessary to develop a certain dialogue position among students, which can be defined as consent and conscious acceptance of pedagogical support. Detailed development of these ideas was in the works of O.S. Gazman (1998).
The main types of pedagogical support used in the process of implementing models for communicative culture development and the educational environment creation:
1) free choice of aesthetic, moral, civic position;
2) concentration on a positive in each student;
3) support for student successes and positive communicative manifestations, even if insignificant at first glance;
4) a clear understanding by every one of the rights to one's own development trajectory and assessment of the student communicative actions, based on his or her personal movement in mastering communication skills and vocational training.
In general, the study confirmed the need to update students' personality traits such as willingness to act on the basis of the other's position, take the initiative in solving the problem, translate the conflict situation into a dialogue by analyzing its causes and developing a common view, to be able to listen to other people's opinions, feel emotional mood of the interlocutor.
In general, the main conclusions of the study are conclusions about the relationship between the communicative culture level and the students' professional development, about the creative activity influence on the communicative competences development, about the art importance and the interactive learning space creation in this process.
Based on the analysis of the results obtained, it can be concluded that the university and college educational environment, which stimulates the students' communicative culture, should realize a number of functions: humanitarian - educative; socially - adaptive; culture-logical; esthetic-communicative; educational – developing; special importance is acquired by the training courses of the educational field "Art". It is in this case that conditions are created in such an environment for a constructive and productive dialogue, and in the education content knowledge is integrated, the students' integral world picture is created; they develop their cultural reflection, master the skills of self-regulation, the motivation for culture - creation, self-realization grows, in the course of mastering knowledge, the content is transferred to the level of personal senses.

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Prof. Larisa L. Alekseeva, Doctor of Education
Art Education and Cultural Studies Institute,
Russian Academy of Education,
8-1 Pogodinskaya Str., 119121, Moscow,
Russia
klara63@list.ru

Prof. Elena A. Sorokoumova, Doctor of Psychology
Department of Psychology of Labor and Psychological Counseling,
Moscow State Pedagogical University
1/1 Malaya Pirogovskaya Str., 119435 Moscow
Russia
cea51@mail.ru

Assoc. Prof. Liudmila N. Vakhrusheva, PhD
Department of Pedagogics and Technology of Preschool and Primary Education,
Vyatka State University
36 Moscovskaya Str., 610000 Kirov
Russia
l-vahr@yandex.ru

Assoc. Prof. Aleksandr V. Litvinov, PhD
Foreign Languages Department of Economic Faculty,
Peoples' Friendship University of Russia (RUDN University)
6 Miklukho-Maklaya Str., 117198 Moscow
Russia
litvinov_av@mail.ru

Assoc. Prof. Natalia V. Popovitskaya, PhD
Department of Pedagogy and Psychology,
Moscow Information and Technological University – Moscow Architecture and Construction Institute
32(11) Volgograd Prospect Str., 109316Moscow
Russia
post@mail.ru

Assoc. Prof. Olesya G. Filipenkova, PhD
Department of State Legal and Criminal Law Disciplines,
Plekhanov Russian University of Economics, Moscow, Russia.
36 Stremyannyi Pereulok Str., 115093 Moscow
Russia
sonechka.81@mail.ru