



## PROFESSIONAL-VERBAL FORMAL EDUCATION AND FORMATION THEREOF IN PEDAGOGICAL HIGHER SCHOOL BACHELORS

Alla A. Evtugina<sup>1\*</sup>, Baktigul Z. Kurmanova<sup>2</sup>, Viktoriya Z. Islamgaliyeva<sup>3</sup>, Marina V. Sturikova<sup>4</sup>

<sup>1,4</sup>Russian State Vocational-Pedagogical University, Department of the Russian and Foreign Languages, Ekaterinburg, Russia, <sup>2,3</sup>Aktobe Regional State University named after K. Zhubanov, Department of Russian Philology and Intercultural Communication, Aktobe, Kazakhstan.

Email: <sup>1\*</sup>[alena.seven@mail.ru](mailto:alena.seven@mail.ru), <sup>2</sup>[baktigul\\_2001@mail.ru](mailto:baktigul_2001@mail.ru), <sup>3</sup>[ivzh2012@mail.ru](mailto:ivzh2012@mail.ru), <sup>4</sup>[sturikova\\_marina@mail.ru](mailto:sturikova_marina@mail.ru)

Article History: Received on 25<sup>th</sup> July 2019, Revised on 01<sup>st</sup> September 2019, Published on 09<sup>th</sup> October 2019

### Abstract

**Purpose of the study:** The relevance of the issue under study is conditioned by the necessity to form professional-verbal formal education in the bachelors of pedagogical universities. The goal of this article is to determine qualitative characteristics of professional-verbal formal education in bachelors of pedagogical higher school, substantiation of use of forms and methods for generation of professional-verbal formal education.

**Methodology:** The empirical method is a leading method for studying of this problem, as it allows to observe the process of formation of professional-verbal formal education of bachelors, to measure and compare indicators of the level of the professional-verbal formal education by means of performing specialized tasks; methods of mathematical statistics and graphical imaging of the study results are also used.

**Results:** The concept of formal education is presented by the authors as a totality of personalistic and professional-verbal properties of a teacher and is regarded as a property which determines living standards of the man as an indicator of the human and intellectual capital, as an indicator of the efficiency of the social and professional activity.

**Applications of this study:** The materials of this article can be of use in practical work for teachers of linguistic disciplines of not only universities but also secondary schools and colleges; they also can be of interest to teachers and psychologists of the education system and for all related to vocational-pedagogic activity.

**Novelty/Originality of this study:** A set of measures has been developed and approbated which is necessary and sufficient for the generation of the professional-verbal formal education in bachelors; use of game situations at academic classes and conducting of various events in out-of-classes time, etc. were proposed.

**Keywords:** *formal education, professional-verbal formal education, communication.*

### INTRODUCTION

The professional-verbal formal education of a pedagogical university's bachelors is at present one of priority goals of the higher school in the context of realization of Federal State Educational Standards of Higher Education (FSES HE) of the new generation and can be viewed as one of most essential theoretical issues due to the fact that formation of the formal education sought is a complicated and multi-faceted process requiring involvement of intellectual, academic, social and biological reserves of an individuum.

To reveal a scientific definition and a level of the professional-verbal formal education of the university bachelors, results of surveys by modern scientists and pedagogues were used, the following can be mentioned among them: [E.K. Khenner \(2018\)](#), [N.A. Astashova, S.K. Bondyрева and A.P. Smantser \(2018\)](#), [D.V. Vasyov \(2018\)](#), [L.Y. Mukhametzyanova et al. \(2018\)](#), [B. Barinova et al. \(2018\)](#), [E.M. Dorozhkin et al. \(2018\)](#), [A.R. Shaidullina et al. \(2018\)](#), [L.B. Omarova et al. \(2018\)](#), [S. Wang et al. \(2018\)](#), [I.V. Zhgenti et al. \(2018\)](#), [P.A. Ambarova, G.E. Zborovsky and N.V. Shabrova \(2019\)](#).

The professional-verbal formal education within scientific knowledge is an important component in the professional training of teachers, a value-based property of a personality and includes not only a certain system of knowledge, skills, standards and values but also infinite possibilities of socio-communicative and professional-linguistic means for professional-personalistic development of potential specialists, as it is the professional-verbal formal education wherein peculiarities of a modern high-skilled teacher are reflected.

Professional-qualification characteristics of teachers reflected in formal-normative documents cannot completely reveal requirements to professional, communicative and organizational properties of future teachers. In this connection, searching for paths to form professional-verbal formal education of pedagogical university bachelors is a topical issue.

The profession of a teacher is not determined just by a totality of professional knowledge, skills and presented requirements, and it cannot be determined just by qualification characteristics; the teacher's activity is, in fact, the "modus vivendi", so it is rightful to regard the personalistic property of a person who selected the profession of a teacher and its moral direction as initial components of a successful professional activity. That is why we use the concept of formal education which can be considered as a *property defining a person's living standards*, as an *indicator of the human and intellectual capital*, as an *indicator of social and professional activity*. The professional-verbal formal education of a teacher is presented by us as a totality of the teacher's personalistic and professional-verbal features.

The revelation of qualitative characteristics of a future teacher's professional-verbal formal education is the basic subject of our study [PHILLIPS, L. A., MELHORN, E., & CRUZ, B. R.](#)

Professional-verbal formal education is *a man's integrative property* acquired in process of his professional becoming which expresses a certain degree of mastering of the social experience and ability to use a generalized experience in the sphere of one's professional activity.

On the basis of the study of definitions and attributes of the formal education category in works by G.N. Serikov, we have singled out qualitative characteristics of a teacher's professional-verbal formal education.

1. Awareness means presence of knowledge about communication, kinds thereof, speech quality (correctness, purity, accuracy, consistency, richness, communicative rationality), about the literary norm (imperative and dispositive; major and minor; of common use and with a restricted usage; orthoepic and accentological; grammatical and syntactical; lexical and phraseological); about oral and written form of speech, about speech artistry, functional styles, etc. Here we can also mention the knowledge about informational exchange (rules of communication exchange in scope of professional activity which is expressed in alternation of interactive devices and the exchange of roles in a dialogue conditioned therewith) and the competency related to receiving of information in an educational process. The ability to reproduce the knowledge about relevant science segments is a sign of the professional-verbal formal education ([Mendoza & Mendoza, 2018](#)).

2. A specialist's professional-verbal consciousness is the ability to correlate theoretical knowledge from various scopes of science with his personal knowledge and experience. On each stage throughout his life, a person possesses his individual formal education. Formal educations of various people differ from each other by their volumes (content-based lines), levels, deepness, and other indicators.

A pedagogical university student will consciously assimilate and evaluate the knowledge important for the future profession. Consequently, special or subject knowledge, knowledge about standards of the cultural professional speech, about specificity of the pedagogical activity, ethics and culture of verbal behavior, socio-thematic balance in a "teacher-student" dialogue, the knowledge related to receiving information in the educational process, about rules of communication exchange in a pedagogical situation – all this will be articulated in an educational process. The evaluation and attitude of a specialist to speech are a sign of professional-verbal consciousness.

3. Directedness is manifested in aiming at adherence to linguistic, verbal and social standards, in readiness and wish to show one's knowledge in verbal interaction, in interactive communicative-significant pedagogical situations, to modulate professional communication scenarios and to realize them in practice. A student has a need for professional verbal communication and feels possibility to have his professional tasks solved on basis of efficient verbal behavior. Indications of the "emotions-needs" sphere are informal signs of such aiming. The student is ready to actualize his internal world and his talents in order to implement the verbal communication aimed at solving pedagogical tasks.

4. Efficacy assumes practical mastering of norms of the literary language, communicative properties of speech, knowledge of pedagogical terms, purposeful use of verbal means, communicative strategies and tactics for solving tasks of pedagogical communication. Efficacy is manifested in arranging of the harmonizing speech behavior in non-standard professional situations aimed at a constructive dialogue and achieving of communicative success.

Productive signs of efficacy are results achieved thanks to it (mutual understanding, needful effects, agreed character of the joint actions, persuading of an interlocutor in one's rightness, coming to a compromise solution, etc.). Efficacy assumes the ability to solve non-standard tasks, perform transferring of the knowledge and skills into a pedagogical situation which has been unknown before, and replenish one's knowledge and skills characterizing the professional-verbal formal education. It is possible on the efficacy level to achieve a qualitatively new level of formal education without expanding the volume thereof but just thanks to internal processes of assimilation, systemizing and evaluating received data and working out of the value-based attitude to them. In fact, efficacy is efficient mastering of linguistic, communicative, social and professional formal education.

The theoretical base (knowledge) consists of a person's awareness and consciousness. The psychological base is the man's nature-defined essence, the specificity of psychic processes being the bedrock of formal education, and preformed personal values, properties and upbringing.

As applying to a teacher's personality, one can say that a value is a thing without its existence this personality loses its sense completely or partially. Probably, similarly to the said above in relation to the process of formation of a pedagogical university student's professional-verbal formal education, one can note that value is the thing without which professional communication is senseless. The essence of a future teacher's values is determined by the specificity of pedagogical activity, its social role, and personality-forming abilities. Axiological characteristics of the pedagogical activity reflect its humanistic sense. Pedagogic values are norms regulating the professional-communicative activity and working as an active cognitive system which is, in fact, a meditative and connecting link between the formed public world outlook in field of education and the teacher's activity.

Acquirement of values is realized in the course of the academic, scientific and pedagogical activity, wherein their subjectivation takes place. It is the level of subjectivation of values which serves an indicator of formation of a teacher's professional-

verbal formal education and one of the indicators of the communicative culture of pedagogic communication.

Peculiarities of a student's (future teacher's) language-based personality consist of his/her mandatory ability to commit verbal actions leaning upon moral values ([Lebedeva et al., 2018](#)). The verbal conduct of a future teacher shall be featured with assurance, confidence, and ability to set forth information in explicated form and to emphasize the communicatively significant information.

Thus, to form professional-verbal formal education it is necessary to achieve integrative development of a future teacher's personalistic and professional features: self-discipline, self-possession, active attitude, industriousness, morality, insistence, emotionality [Aronin, L.](#)

A teacher's communicative skills provide efficiency of his/her communicative abilities, first of all, communication with other persons, and psychological compatibility in the activity. A teacher in his/her activity acts as an organizer and leader of collective communicative activity and interrelations of pupils and students. To arrange optimal pedagogical communication, one has to be able to set a contact, support it on a certain level for a definite time, and then withdraw from the contact with a setting for further friendly relations and business and scientific cooperation. Among the most important qualities of a teacher one has to mention the ability to make joint decisions. It is possible only in the case when a person has a need in communication, setting for it and emotional reaction on a partner, assuredness in the communication and verbal skills which result in cooperation, collaboration, and dialogue. A.A. Leontyev defines the optimal pedagogical communication which creates the best conditions for development of pupils' (students') motivation, the creative nature of the academic activity for formation of a personality, ensures "an advantageous climate", helps to arrange managing of socio-psychological processes in a collective and allows to maximally use a teacher's personal qualities in the academic activity.

Difficulties of a teacher's communicative activity are manifested not only in the fact that pedagogical communication is performed simultaneously with a group (collective) of students, a class and each individual student, but also in the orientation for the possibility of the teacher's self-realization as a result of solving of professional tasks. It is a requisite property for motivation of a teacher's creative professional activity, for satisfying and acknowledgment of a special right for making a critical decision within a joint activity.

Professional-verbal formal education helps a student to learn and has a positive effect on the structuring of his relations inside the collective and with his teachers. The degree of success of the student's professional-verbal formal education determines his further personalistic development and professional career.

## **METHODOLOGICAL FRAMEWORK**

### **Methods of the Research**

The following methods were used in process of the study: theoretical (studying and analyzing of philosophic, psychologic-pedagogical and scientific-methodic literature, materials of international scientific-practical conferences, dissertation works on the theme of the research, innovation educational technologies, analyzing of the concept of "Professional-verbal formal education", singling-out qualitative characteristics of professional-verbal formal education of pedagogical university bachelors in the context of realization of Federal State Educational Standards of higher education; synthesis of the theoretical scientific approach to professional-verbal formal education of the university bachelors and the practical experience; generalization of basic results of the conducted research; empirical (observing the process of formation of professional-verbal formal education of higher school bachelors, measuring of indicators by means of specially developed assignments, tests, etc., comparison of indicators); experimental (the forming experiment); methods of mathematical statistics and graphic imaging of results.

### **Stages of the Research**

The experimental work was conducted in three stages:

On the first (project-based) stage, learning subjects were defined on materials whereof it was planned to conduct experimental researches: "The Russian language and culture of speech", "Stylistics of a scientific text", "Rhetorics". On this stage, methods of pedagogic projecting in natural conditions of a vocational- pedagogical university, analysis of terms and concepts, overt observation, questionnaire survey, etc., were used.

On the second (forming) stage different variants of experimental materials were developed and approbated: game situations on a professional theme, tests, class assignments, exercises, questions, check works, selection of texts on pedagogics and education, and texts on the specialty. The main research methods were the following: methods of studying and generalizing of pedagogical experience, questionnaire survey, observation, control and measuring, expert appraisals, experiments and search works, introducing of innovations in educational entities.

On the third (correcting) stage, additions were introduced into the content of the research, the obtained results were processed and generalized and conclusions were formulated. Methods of interpreting received results and questionnaire surveys etc. were used.

## RESULTS

### The methodology of the Study

To achieve more efficient results of formation of professional-verbal formal education of bachelors in framework of realization of Federal state educational standards for higher education of the new generation, we use various methods in course of our experimental work, including the method of observation and protocolling of received results; conversations with bachelors – participants of the experiment; testing of bachelors; fulfilling of specially developed assignments, studying of results of bachelors` activities and interactive methods of teaching due to the fact that the sought methods are focused on active joint academic activity of a teacher and a student, their interaction and communication; they allow to create such educational space wherein the student “will find ways for the maximum self-realization”.

The pedagogical system and the cultural-educational environment of the education utilize achievements of science, technology, and the society, which allows to train a knowing specialist – that is, possessing systemic knowledge, abilities, and skills, understanding himself, other people and the culture, knowing how to inscribe himself into the complicated world around him. A higher school is a place where a future pedagogue is not just taught his profession but where his personal upbringing and education take place. An educated graduate differs from a trained one with the point that he not only received his knowledge but also is able to find, apply and transfer this knowledge, can independently analyze and apprehend the information in a critical way, and structure a text with logical persuasion and intonation accuracy. Unlike the academic process where the teacher is a center of training, it is a student who is in the center of the education-upbringing process, whose subject becoming includes the following aspects: professional-social, individual-value based, and operational-activity based. The professional-social aspect implies identification of a subject with the socio-cultural and professional environment professional-social; apprehension of training as a tool contributing to assimilation of the public experience, norms, rules, and customs. The individual-value-based aspect regards disclosure and manifestation of a student’s *ego* in social and professional activity. The operational-activity based aspect “unites a teacher’s pedagogical activity and the personalistic-professional development of students via the totality of methods and forms of organizing of their interaction. A teacher as a pedagogue, researcher, psychologist, facilitator helps to bind the theory with the professional activity, to transform theoretical knowledge into practical one of the method needed” ([Vasyov, 2018](#); [Merkiabayev et al. 2018](#)).

The most important task of providing of bachelors’ general education training is the overall and linguistic training of students, which necessarily includes improvement of their professional-verbal formal education to such a degree which is necessary and sufficient for the active participation of a future specialist in his labor activity. One has to emphasize that consistent training of the verbal activity is impossible without broad usage of achievements of socio-linguistics, communication theory, psychology and linguistics [Sims, C. H. \(2004\)](#).

Each definite professional goal requires the very content of the speech which allows us to achieve it and to come to the necessary results. If your purpose is to explain something, then the content of information will be instructive (briefing), narrative (consultation) or reasoning (comment). When it is needed to refute someone’s arguments, theses, evidence, counter-arguments, or critical rhetoric will be used. Moreover, peculiarities of the situation in process of formation and the partner’s personal potential can also influence the speech content in a professional activity. In verbal communication, we discern two types of a goal: closest (expressed by the narrator) and more distant. Among the kinds of the closest goal, one can single out the intellectual goal (receiving of information). Long-term (distant) goals are found out by the general nature of a conversation, by casual manifestations thereof. “Their combination forms variants of the verbal conduct – for instance, a well-meaning person does not like to give instructions, and a “pretender” tells one and wants (and makes) another. A man’s active participation in a conversation, frequency of his joining the conversation and duration of participation therein plays an important role in the communicative aspect. This indicator requires a differential appraisal in each definite case”.

At classes on linguistic disciplines in the process of formation of professional-verbal formal education in bachelors, use of the game modeling method is becoming rational, which is important for further professional activity of the students.

Among discussion forms of work, “debates” are becoming actual, in-process whereof “exchange of opinions when discussing a certain team or problem” is implied. Such form of conducting classes, its non-template, non-standard nature also contributes to supporting of interest not just to the subject under study but to the selected profession as well. “On the one hand, such an approach combines the strict formal methods of teaching, like classroom work, and the study of language materials, with informal ones”.

The goal of the experimental work: to check the level of the final formation of bachelor's' professional-verbal formal education in process of learning of linguistic disciplines within realization of FSES HE of the new generation.

### Indicator of Completed Formation of Bachelors’ Professional-Verbal Formal Education

To define dynamics of completed formation of bachelors' professional-verbal formal education, we conducted the initial and control diagnostics by means of worked out tests, questionnaires, practical and creative tasks.

The dynamics of the completed formation of professional-verbal formal education were researched by comparative analysis of results of interim attestations, control, laboratory works, term papers, and projects. We analyzed not only statistical but also qualitative indicators: awareness, directedness, purposefulness and efficacy of communicative, linguistic and professional formal education, the degree of their realization in process of professional practices; argumentation degree of responses, ability to interpret the content of professional training and to find interrelations between its components, etc.

The level of linguistic formal education is defined via such components as lexical, orthoepic, morphological, syntactical and stylistic [Sims, C. \(2006\)](#).

The level of communicative formal education is researched via communicative properties of speech: consistency, accuracy, relevance, expressiveness, and richness.

The level of professional formal education is defined by knowing of professional-pedagogical terminology, quality of fulfilling of the professional-verbal interaction, structuring of pedagogical communication, creation of intellectual-communicative and professional-linguistic pedagogical situations.

The level of social formal education is defined via researching of the following parameters: possessing of the active view of life, adherence to moral rules and standards in the system of public relations and relations in the system "teacher-student", "student-student"; manifestation of responsibility, self-organization, self-reliance, tolerance; ability to establish interrelations with other people.

Upon implementation of specially elaborated knowledge into the educational process one may state the positive dynamics of complete formation of the professional-verbal formal education of pedagogical universities students.

Thus, in order to successfully solve communicative-verbal tasks in one's future pedagogical activity, it is necessary to have the content of disciplines under study integrated; such integration allows improving professional-verbal formal education, not only realizing the academic-research, professional-linguistic, intellectual-communicative and professional-creative functions but also estimating the result received.

Results of the passing of specialized and general professional courses are amplified by purposeful organization of various measures on involving students into scientific-research work which contributes to creation of the united scientific-educational space conditioning creative solving of more complicated communicative-intellectual tasks.

Participation of bachelors in non-academic events that are arranged in the university can serve as an evaluation of a sufficiently high level of their professional-verbal formal education. Each year various contests, debates on public and political themes, academic competitions and students' scientific conferences on pedagogy, linguistics, psychology, etc., which raise the level of language formal education? The motivational directedness of students for the formation of the professional-verbal formal education is expressed by participation in the abovementioned events. *Bachelors' participation in academic competitions* is a kind of checking of the subject knowledge, understanding how a person's linguistic feeling and creativity are developed, as many tasks are creative and require originality, non-standard thinking and high level of professional and linguistic formal education from participants.

*Debates* demonstrate the ability of students to conduct a substantiated dialogue on a certain social problem. To substantiate one's position, it is necessary to formulate arguments and systemize them in the arguing. To win in debates, you have to present stronger arguments than those of your opponent. All components of formal education are demonstrated in debates: language, professional, social, communicative, as in process of intellectual arguing students demonstrate their individual ability to express their thoughts, insist on their viewpoints with appropriate arguments, and persuade the opponent and hearers in their rightness. Moreover, many properties of a future teacher that are significant in the personality and professional aspects are manifested in debates: tolerance, responsibility, ability to understand another person, remain under self-control, kindness, self-discipline. Thus, participation in debates requires a high level of complete formation of the professional-verbal formal education in bachelors of pedagogical universities.

*Best Speaker* international contest which is annually held in the university is significant for the formation of the professional-verbal formal education of bachelors. We believe that under conditions of a vocational-pedagogical university this idea is becoming very fruitful, as it results in complete formation of the professional-verbal formal education of students-teachers, which is expressed in creation of a strong link of linguistic means, rhetoric devices, modeling of communication situations, that is, realization of the scientific or professional discourse in process of communication. The contest as such is an indicator of the level of professional-verbal formal education achieved by students.

These events allow training verbal actions in various situations of professional and scientific public communication. The linguistic and communicative formal education plays a special role in the profession of teacher, as it allows affirming himself in the social sphere and providing good results and efficiency of solving pedagogical tasks.

The ability to communicate is the most important tool of a teacher's professional activity, which is realized via the formation of professional-verbal formal education. A student's knowledge of its specificity (monologue, dialogue, and

oral, written), laws, stages, structure, goals, and tasks ensures achieving of a communicative success with accounting for a definite communicative situation [Culbreth, D. \(2006\)](#).

We defined three levels of complete forming of professional-verbal formal education of pedagogical university bachelors, specifically, high, middle and low. Each level was evaluated by four criteria: social aspect, communicative aspect, linguistic aspect, and professional aspect. In Table 1 criteria and indicators of levels of complete forming of the professional-verbal formal education of the university students are shown.

**Table 1:** Criteria and indicators of complete forming levels of professional-verbal formal education of a pedagogical university bachelors

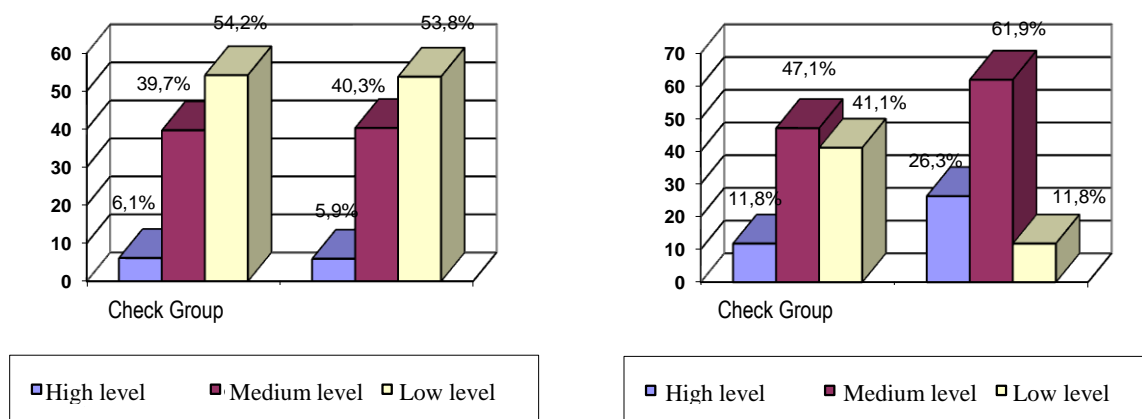
Levels	Criteria
1. High level of complete formation of professional-verbal formal education	<i>Social aspect:</i> Deep understanding of the essence of social-moral relations and their role in vocational-pedagogical education; Ability to arrange professional-verbal activity; High level of development of professional-personalistic properties ensuring manifestation of readiness for the formation of bachelors' professional-verbal activity
	<i>Communicative aspect:</i> High level of manifestation of communicative properties of speech; Ability to simulate communicative-verbal conduct in various situations of pedagogical communication; High level of emotional expressiveness and rich thesaurus.
	<i>Linguistic aspect:</i> All available knowledge act as a basis of formation of professional-verbal formal education; full correspondence takes place; Understanding of interconnection between lexical, stylistic and syntactical literacy and professional-verbal formal education; Full correspondence of necessary language means to the professional-verbal formal education of future teachers.
	<i>Professional aspect:</i> All available professional knowledge is a basis for professional-verbal formal education; Ability to arrange professional-verbal interaction in pedagogical situations; Ability to simulate professional-communicative conduct in professional-pedagogical situations; Ability to arrange pedagogical communication in various types of professional situations.
2. Medium level of formation of professional-verbal formal education	<i>Social aspect:</i> Local knowledge, superficial understanding of the essence of social-moral relations and their role in vocational-pedagogical education; The non-systematic manifestation of self-organizing and self-management; Availability of a common idea about the process of formation of bachelors' professional-verbal formal education.
	<i>Communicative aspect:</i> The partial manifestation of speech's communicative properties; Communicative-verbal simulation is realized under the teacher's guidance; Emotional expressiveness is expressed but in a weak manner; Speech abundance is manifested just in few situations.
	<i>Linguistic aspect:</i> Knowledge about language means correlate to ideas about professional-verbal formal education; Generalized ideas about the interconnection of language literacy and professional-verbal formal education; Knowing of language norms is applied not in every professional-communicative situation.
	<i>Professional aspect:</i> Professional-pedagogic knowledge correlate with professional-verbal formal education; Ability to arrange professional-verbal interaction in standard pedagogical situations; Ability to arrange pedagogical communication in a certain pedagogical

	situation.
3. Low level of formation of professional-verbal formal education	<p><i>Social aspect:</i>          Non-systemic organization of social-moral relations and blurred understanding of their role in professional-verbal activity;          Occasionalism, lack of distinction, clearness and integer vision of the process of formation of professional-verbal formal education</p> <hr/> <p><i>Communicative aspect:</i>          Violation of socio-legal relations, ethical norms, and rules in process of realization of professional activity;          The spontaneous and situational character of adherence to speech's communicative properties;          Violation of rules of creation of speech constructs.</p> <hr/> <p><i>Linguistic aspect:</i>          Scattered knowledge about language norms and means;          Professional-verbal formal education is related to language norms but occasionally;          Spontaneous and situational use of language means in professional-verbal situations.</p> <hr/> <p><i>Professional aspect:</i>          Fragmented professional-verbal knowledge;          Non-systemic professional-verbal activity, lack of clear and precise integrity in the ability to simulate professional-verbal situations;          The occasional character of arrangement of pedagogical interaction.</p>

Basing on the results of the experimental work, one can conclude that students improved the level of their professional-verbal formal education, which in the future will ensure high-quality fulfilling of their professional duties. The obtained results are shown in Figure 1.

Prior experiment

After experiment



**Figure 1:** Dynamic pattern of complete formation of professional-verbal formal education in bachelors

As a result of the experimental work, it was found that developed assignments for the academic class and out-of-class work, as well as other measures, are necessary and sufficient for efficient formation of professional-verbal formal education in the university students.

The obtained results confirm the efficiency of the theoretical and practical provisions of the research which is expressed in the positive dynamic pattern of formation of professional-verbal formal education in students of linguistic disciplines.

## DISCUSSION

Mastering a certain system of professional-verbal knowledge, skills, norms, and values imply that future teachers would possess a totality of knowledge, skills and special experience of arranging relations between subjects of the educational process.

The concept “Professional-verbal formal education of bachelors” is regarded via essential characteristics of such concepts as “formal education”, “professional formal education”, “verbal formal education”; via the comparative analysis of concepts related to the essence of professional-verbal formal education: culture, competency, qualification. Determination of specificity of the professional-verbal formal education of pedagogical universities bachelors is revealed by taking into account of achievements of vocational education pedagogy.

Professional-verbal formal education as a scientific concept in the pedagogy literature is not yet comprehended from the viewpoint of its significance for vocational pedagogy. At the same time, it is undoubtedly that there are scientific prerequisites for its exact definition and inclusion into the system of vocational pedagogy categories. The competency approach to education and results thereof can act as theoretical bases of the definition of the professional-verbal formal education. Professional-personal qualities of a person, the theory of formal education of the. The issue of man’s culture is enlightened. The issue of communication and verbal effect was elaborated.

Formal education is a property acquired by a man in process of education and up-bringing which expresses a certain measure of his mastering by a definite part of the social experience and abilities to use it in his vital activities. The composition of formal education includes a system of theoretical knowledge and skills which was formed in a man, the acquired experience of activity and emotionally-axiological relations to the subject of education. It is determined by the structure of the education content which is offered to students.

Depending on the degree of complete formation of formal education attributes according to the developed criteria, one can single out formal education levels. Formal education as a feature based on the man’s natural determination possesses levels being in direct dependence on generic attributes of this concept. In our research, we will speak about the components of professional formal education. Predominantly, we lean upon the age group 17–25 years old, as this is the age category covering the overwhelming majority of students.

Peculiarities of this age group are stable average rate intellectual development, completely formed self-conscience, vocational included, the explosive growth of sexuality and rich sensuality. During this period a noticeable growth of one’s personal responsibility takes place, the sense of self-confidence and striving to self-esteem would appear.

The essence of formal education may be regarded as a property determining a man’s living standard, as an indicator of the human and intellectual capital, as a chance to broaden one’s professional profile, as an indicator of social and professional activity. An important attribute of formal education is a man’s aptness for a creative and transforming activity providing the quality of his life.

A high level of the professional-verbal formal education implies a significant share of the cultural component in all elements of formal education. This conclusion was made by us on the basis of the idea that culture is the supreme achievement in any sphere of human activity. Productive changes in the man himself being a result of his activity also cause becoming of his internal individual culture. The process of such becoming is conditioned not only by the external “cultural” effect thereon but also by peculiarities of receiving and processing of information by the man ([Leskova, 2018](#)).

Hence we come to a logical conclusion that a man’s individual culture is the synthesis of his nature-determined potentials and results of assimilation of the social experience, upbringing, and mastering of human cultural values. Consequently, a kind of “fusion” of results of reflection by him of the culture created by mankind with his individual potentials and peculiarities of conceiving will take place in the man’s individual culture.

Professional-verbal formal education is regarded in this research as a system of knowledge, views, abilities, skills, contributing to the use of the social experience by a man in all spheres of his professional activity. Professional formal education is the main force of a teacher’s personality implying the profound knowledge of a subject, broadness of a scientific mental outlook, modern nature of knowledge, mastering of the subject (specialty) language.

A high level of a teacher’s professional-verbal formal education is manifested in the ability to verbally describe the state of the art in the subject scope, to use the arsenal of means of a definite language(s) of the specialty for achieving of his/her goals, manage a verbal event in an academic-scientific process, establish a verbal contact with students (partners), support or interrupt them while adhering to the rules or strategies of communication adopted in this language collective. So, the professional formal education is regarded by us as the professionally-oriented formal education and as an indicator of a man’s culture.

## CONCLUSION

As a result of the conducted theoretical analysis and experimental research, the authors prove that a teacher's professional-verbal formal education is understood as an integrative quality of the vocational training which is structured by interconnection of the language, social, communicative and professional components and by the totality of personalistic and professional-verbal features, being a determinant of successful professional-pedagogical activity, including the professional-verbal effect, pedagogical communication, interaction and the subject-informational exchange.

The level of the professional-verbal formal education was estimated in the experimental work by four criteria: social aspect, communicative aspect, language aspect, and professional aspect.



Materials of the research substantiate that a specialist's professional-verbal formal education includes the culture of speech as the most important component of a personality's culture: ability to speak precisely, logically, expressively and correctly, i.e. to observe linguistic and communicative standards: all this is necessary for a modern teacher. A special vocabulary included in the thesaurus of a certain language personality is also characteristic for teachers. A teacher's adherence to literary norms peculiar for his/her profession and conditions of the language communication speaks for availability of the linguistic formal education.

That is why the professional-verbal formal education is understood as the *meta*-formal education which supplements the professional formal education (availability of professional knowledge and competences) by developing of personalistic properties and individual culture of the teacher.

By means of developed test assignments, questionnaires, practical and creative tasks, the dynamic pattern of complete formation of students' professional-verbal formal education was reviewed. The positive dynamic pattern as a result of the conducted experiment showed that the offered tasks were necessary and sufficient for efficient formation of the professional-verbal formal education in the university's bachelors. The authors emphasize that the development of the professional-verbal formal education contributes to realization of professional competences and creative potential of a person in process of the pedagogical activity.

## RECOMMENDATIONS

The significance of the conducted study is that the received results allow specifying the essence of concepts "formal education", "professional-verbal formal education of bachelors", and to scientifically substantiate and develop a set of events for efficient formation of the professional-verbal formal education of students on linguistic disciplines.

The materials of this article can be of use in practical work for teachers of linguistic disciplines of not only universities but also secondary schools and colleges; they also can be of interest to teachers and psychologists of the education system and for all related to vocational-pedagogic activity.

## ACKNOWLEDGMENT

The author confirms that the data do not contain any conflict of interest.

## REFERENCES

1. Ambarova, P.A., Zborovsky, G.E., and Shabrova, N.V. (2019). "Old" and "New" Trust in Higher Education. *The Education and science journal*, 21(1): 9-36. <https://doi.org/10.17853/1994-5639-2019-1-9-36>
2. Astashova, N.A., Bondyeva, S.K., and Smantser, A.P. (2018). Development of the axiosphere of the future teacher in the dialogue space of modern education. *The Education and science journal*, 20(7): 32-67. <https://doi.org/10.17853/1994-5639-2018-7-32-67>
3. Barinova, N., Zakirova, V., Akhmetova, D., and Lysogorova, L. (2018). Monitoring of the educational process with the use of information and communication technologies: A case study in computer science. *EURASIA Journal of Mathematics, Science and Technology Education*, 14(6): 2379-2391. <https://doi.org/10.29333/ejmste/89840>
4. Dorozhkin, E.M., Kalimullin, A.M., Migacheva, G.N., and Sokolova, T.B. (2018). Optimization of the Subject Matter of Profile Training Disciplines for Bachelors' Vocational Education on the Basis of Occupational Standards. *EURASIA Journal of Mathematics, Science and Technology Education*, 14(3): 859-876. <https://doi.org/10.12973/ejmste/81059>
5. Khenner, E.K. (2018). Professional knowledge and professional competencies in higher education. *The Education and science journal*, 20(2): 9-31. <https://doi.org/10.17853/1994-5639-2018-2-9-31>
6. Lebedeva, O., Bykova, S., Masalimova, A.R., Sokolova, N.L., and Kryukova, N.I. (2018). Peculiarities of developing high school students' lexical skills by means of the programmed learning technology. *XLinguae*, 11(1): 186-202. <https://doi.org/10.18355/XL.2018.11.01.16>
7. Leskova, I.A. (2018). Subject-centred content of higher education as a factor in the effectiveness of professional training of a specialist. *The Education and science journal*, 20(7): 9-31. <https://doi.org/10.17853/1994-5639-2018-7-9-31>
8. Mendoza, D. J., & Mendoza, D. I. (2018). Information and Communication Technologies as a Didactic Tool for the Construction of Meaningful Learning in the Area of Mathematics. *International Electronic Journal of Mathematics Education*, 13(3), 261-271. <https://doi.org/10.12973/iejme/3907>
9. Merkitabeyev, T., Seisenbayeva, Z., Bekkozhanova, G., Koblanova, A., & Alikhankyzy, G. (2018). Oppositions in the conceptual and linguistic category of time. *Opción*, 34(85-2), 116-148.
10. Mukhametzyanova, L.Y., Aleksandrova, N.S., Greek, A.D., Zatsepina, M.B., Prokopyev, A.I., and Gaidamashko, I.V. (2018). Culture-oriented component scientific and methodical support of students' humanitarian training in university. *XLinguae*, 11(1): 230-241. <https://doi.org/10.18355/XL.2018.11.01.19>
11. Omarova, L.B., Kalimullin, A.M., Grudtsina, L.Y., Korzhuev, A.V., and Zhukova, M.Y. (2018). Philosophical anthropology in postmodernism. *XLinguae*, 11(3): 76-85. <https://doi.org/10.18355/XL.2018.11.03.07>

12. Shaidullina, A.R., Zakirova, V.G., Kashurnikov, S.N., Arestova, E.N., Shmidt, A.N., and Kovaleva, N.I. (2018). Students training for innovative entrepreneurial activity: Social responsibility competences. *Espacios*, 39(2): 15-24.
13. Vasyov, D.V. (2018). Communicative-ethical verbal qualities as an indicator of a teacher's professional competency. *Science and School*, 1: 48-52.
14. Wang, S., Gorbunova, N.V., Masalimova, A.R., Bírová, J., and Sergeeva, M.G. (2018). Formation of Academic Mobility of Future Foreign Language Teachers by Means of Media Education Technologies. *EURASIA Journal of Mathematics, Science and Technology Education*, 14(3): 959-976. <https://doi.org/10.29333/ejmste/90556>
15. Zhgenti, I.V., Kuznetsova, V.V., Savinov, A.M., Gribova O.E., Sidyacheva, N.V., and Prokopyev, A.I. (2018). Modern integration processes influence on educator's professional growth. *Espacios*, 39(02): 13-24.
16. Aronin, L. BOOK OF ABSTRACTS–ICFSLA 2014.
17. PHILLIPS, L. A., MELHORN, E., & CRUZ, B. R. EMPHASIZING SELF-CARE THROUGH MENTORING. What I Wished My Mentor Had Told Me, 111.
18. Sims, C. H. (2004). Perceptions of privilege and skin tone bias among African Americans in the workplace: Implications for diversity training. Northern Illinois University.
19. Sims, C. (2006). Broadening the Scope of Diversity: Implications for the Recruitment and Retention of Diverse Faculty. Online Submission.
20. Culbreth, D. (2006). Employment discrimination in the 21st century: An empirical investigation of the presence of intraracial colorism discrimination among Black Americans in the workplace (Doctoral dissertation, Capella University).