

МЕТОДИКА ПРЕПОДАВАНИЯ ФИЛОЛОГИЧЕСКИХ ДИСЦИПЛИН



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DIAGNOSTICS OF UNIVERSITY STUDENTS' LINGUA-COMMUNICATIVE CULTURE

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Abstract. Well-grounded diagnostics of students' lingua-communicative culture plays an extremely important role in competence-based university education as it serves as the main index of the teaching methods efficiency and determines the tendencies and dynamics of the pedagogical process. The article aims to substantiate the significance and feasibility of the methods of diagnostics of the students' lingua-communicative culture in the context of teaching different university subjects. The study is based on the combination of theoretical and empirical methods of investigation, pedagogical experiment and statistical procedures. The theoretical methods are represented by a systemic analysis of Russian and foreign scholarly papers and projects. The empirical methods include observation, interview, questioning and diagnostic methods. The article presents an original procedure of diagnostics of the students' lingua-communicative culture including three stages: organization, evaluation and generalization (discussion). The first stage has resulted in a set of concrete diagnostic methods and statistical procedures relevant to the evaluation of emotive, cognitive, operational and reflexive lingua-communicative culture components selected on the basis of axiological, cognitive, praxeological and reflexive criteria and their indicators demonstrating changes in the students' knowledge, communicative skills, intersubject relations and self-evaluation in the course of the education process. At the second and third stages, the study has identified and tested the diagnostic methods and statistical procedures performing diagnostic and evaluative functions (observation, interview, questioning, control and evaluation of lingua-communicative skills, diagnostics of personal traits and empathic abilities, expert evaluation and self-assessment, and statistical procedures). At the generalization stage, the authors assessed the efficiency of the method of diagnostics of the students' lingua-communicative culture. The article argues that the use of the three-stage diagnostic method guarantees adequate evaluation and facilitates positive dynamics of the level of the students' lingua-communicative culture within the frames of the competence-based education process.

Keywords: lingua-communicative culture; three-stage diagnostic method; diagnostic methods; statistical procedures; intersubject relations; self-assessment

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ДИАГНОСТИКА ЛИНГВОКОММУНИКАТИВНОЙ КУЛЬТУРЫ СТУДЕНТА

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А н н о т а ц и я. Обоснованная диагностика лингвокоммуникативной культуры студента играет чрезвычайно важную роль в компетентностно-ориентированном вузовском образовании, поскольку служит основным показателем эффективности методов обучения, определяет тенденции и динамику педагогического процесса. Статья нацелена на обоснование значимости и целесообразности методики диагностики лингвокоммуникативной культуры студентов в контексте преподавания различных учебных дисциплин в университете. Исследование основано на интеграции теоретических и эмпирических методов исследования, педагогического эксперимента и статистических процедур. Теоретические методы представлены системным анализом научных трудов российских и зарубежных ученых. Эмпирические методы включают наблюдения, интервью, анкетирование и диагностические методы исследования. В статье представлена оригинальная трехэтапная методика диагностики лингвокоммуникативной культуры студента, включающая организационный, контрольно-оценочный и результативный (обобщающий) этапы. Результатом первого этапа стал набор конкретных диагностических методов и статистических процедур, релевантных для оценки эмотивного, когнитивного, операционального и рефлексивного компонентов лингвокоммуникативной культуры, отобранных на основе аксиологического, когнитивного, прагматического и рефлексивного критериев и их показателей, фиксирующих изменения в знаниях студента, его коммуникативных умениях, межсубъектных отношениях и самооценке в процессе обучения. На втором и третьем этапах исследования были определены и апробированы диагностические и статистические методы, выполняющие диагностическую и контрольно-оценочную функции (наблюдение, опрос, анкетирование, контроль и оценка лингвокоммуникативных умений, диагностика личностных качеств и эмпатийных способностей, экспертные оценки и самооценки, статистические процедуры). На обобщающем этапе оценивалась эффективность методики диагностики лингвокоммуникативной культуры студентов. В статье доказывается, что использование трехэтапной методики диагностики обеспечивает адекватную оценку и способствует положительной динамике уровня лингвокоммуникативной культуры студентов в рамках компетентностно-ориентированного образовательного процесса.

Ключевые слова: лингвокоммуникативная культура; трехэтапная методика диагностики; методы диагностики; статистические процедуры; межсубъектные отношения; самооценка

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Introduction

The modern stage of social evolution has demonstrated a growing interest in the multidimensional phenomenon of communication which has become the object of study in various scientific fields including sociology, anthropology, philosophy, political science, cultural studies, linguistics and pedagogics. Today, communication can serve as an instrument for solving various social problems,

promote mutual understanding and cooperation with people regardless of their national, religious or social background. Personal adaptation and fulfillment within the social environment call for the ability to interact effectively and here success is determined in many respects by the lingua-communicative culture.

It's apparent that the lingua-communicative culture of a speaker (even a native speaker) can't be developed independently in the process of

socialization. On the contrary, it is always an object of purposeful formation taking place throughout the speaker's education. The educational process of a high school functions as a very important step in the formation of the lingua-communicative culture regarding either a native or a foreign language. Modern standards of competency-based professional education are aimed at the development of communicatively aware and open-minded people who are able to hold negotiations, stand their ground, discuss and take collective decisions, prevent work conflicts, create an atmosphere of emotional balance and mutual understanding with people of various backgrounds. Here emerges the problem of lingua-communicative culture formation, which we regard as the basic component of student's studies within a competency-based university education.

Theoretical framework

Lingua-communicative culture synthesizes the process of complex perception, it reflects and activates culturally relevant categories on a verbal level [Osiianova, Temkina 2018; Osiianova, Osiianova 2020]. From the pedagogical point of view lingua-communicative culture is an integrative dynamic personality feature, which manifests itself in the process of verbal communication. It is based on a system of values and self-reflection, knowledge of cultural practices and behavior, lingua-communicative skills (orientation, speech, analysis, creative, reflexive, techno-informational) providing a creative nature of context specific verbal communication. Lingua-communicative culture is expressed through adequate comprehension, sensible self-assessment and positive perception of communication partners. It serves as a development exponent of verbal activity subjects. Lingua-communicative culture is based on a Subject-Subject pattern of personal interrelations, forming an ability to coordinate and correlate one's actions with the Other [Osiianova 2017].

The analysis of current and recent theoretical research and practice of teaching verbal communication both in Russia and abroad reveals several approaches presented in linguistic, psychological and pedagogical papers:

- rhetorical;

- socio-psychological, based on active methods and group work;

- cultural, directing attention to different aspects of speech perfection and communicative culture;

- and communicative, represented by different strategies of communicative competence formation (P. J. Cooper, N. I. Formanovskaya, J. Hartley, M. L. Knapp, D. Leeds, E. I. Passov, W. M. Rivers, V. V. Safonova, J. Sheils, H. G. Widdowson, J. T. Wood) [Cooper 2011; Formanovskaya 2002; Hartley 2002; Knapp 2014; Leeds 2000; Passov 1991; Rivers 2003; Safonova 2004; Sheils 1983; Widdowson 2011; Wood 2016].

The following means and conditions for student's lingua-communicative culture formation within university educational process as text activity in a foreign language, verbal educational situations, a choice of pedagogically valuable content of studying, teacher's attitude to a student as a subject of verbal activity, actualization of students' reflexive activity, forcing of subject-subject relations have been experimentally proved by the researches.

Despite the theoretical knowledge about specific features, structure and particular ways of lingua-communicative culture improvement, the problem of student's lingua-communicative culture diagnosis has not been solved yet and needs theoretical investigation and experimental verification.

The problem of lingvo-communicative culture diagnosis

Appropriate diagnostics plays an extremely important role as it serves as the main index of teaching methods effectiveness, determines trends and pedagogical process dynamics. Our observations confirm that student assessment methods and techniques used in educational process do not often concern personality development. They are focused mainly on practical language aspects and leave aside the subject of communication and the communicators themselves.

The aim of the current study is to determine the methodology of student's lingua-communicative culture diagnostics and prove its appropriateness in the course of teaching different subjects within the educational university process.

Methods of diagnostics

The term “diagnostics” originates from the Greek word *diagnosticos* which means *the ability to discriminate*. In our research the selection of methods for student’s lingua-communicative culture diagnosis involves working out the procedure of discrimination between student’s knowledge, skills, relations and personality features testifying their level of lingua-communicative culture. For this reason, lingua-communicative culture diagnostics within a university educational process involves several operations. They include testing, verification, evaluation of statistical data accumulation and their further analysis, essential for the subsequent promotion of lingua-communicative culture formation. The research was held at five faculties of Orenburg State University (OSU) (Philology, Architecture and Construction, Economics and Finances, Mathematics and Information Technologies, Institute of Innovations in Social Sciences and Humanities and Mass media). 463 OSU students of the 1st–4th year and 67 OSU teachers acting as experts took part in the experimental verification of lingua-communicative culture diagnostic methodology.

The selection of methodology for student’s lingua-communicative culture diagnostics has required a set of methods and tools for obtaining quantitative and qualitative characteristics of the phenomenon under study as well as adequate results evaluation [Borytko 2006; Osiianova, Osiianova 2020]. Thus, at different stages of the research we have used a suite of specially designed diagnostic methods and statistical procedures with diagnostic, test and evaluation functions (observation, interviewing, questioning, discussion, student’s self-report, analysis, etc.). The use of complementary diagnostic methods and procedures together with mutual testing let us accurately define the student’s lingua-communicative culture dynamics at every stage of the experiment. This also enables to determine the effectiveness of the selected educational technologies.

Three-stage diagnostic methodology

The elaboration of methodology for student’s lingua-communicative culture diagnostics has been divided into three stages: design (organizational stage), test and evaluation

(actualizing stage) and generalizing (results stage).

Design (organizational stage). This is a stage where the content and the conditions of diagnostics are being determined. At this stage we specify the structure of lingua-communicative culture, analyze the content of its structural components, select criteria and exponents for the diagnostics of the phenomenon under study. Theoretical studies and factor analysis have proved that lingua-communicative culture integrates in its content the axiological unity of the following four components:

- emotive – a person’s value orientations;
- cognitive – verbal and non-verbal communication awareness, speech etiquette,
- operational – lingua-communicative skills, mental operations;
- reflexive – personality abilities to self-study and self-assessment in the process of verbal activity.

Factor analysis data lets us conclude that the emotive factor has had the greatest impact on lingua-communicative culture formation (32,56% of the dispersion). The next determined factor, which is not connected with the first one, is the cognitive factor. Its share has constituted 20% of the dispersion. The reflexive factor has turned out to be the third in order of importance (15,88%). The fourth is the activity factor with a dispersion of 11,24%. Quantitative factor analysis data was obtained on the basis of interviewing and students’ answers of the author’s questionnaire.

For the purpose of lingua-communicative culture dynamics assessment four criteria have been developed, reflecting the changes in all its components: axiological, cognitive, praxeological and reflexive. The criteria determined the adequate selection of diagnostic methods within educational process. Consequently, the students’ knowledge, skills, relations and self-assessment were determined to be the main indicators of lingua-communicative culture formation (Table 1).

Table 1 – Criteria and indicators of students’ lingua-communicative culture (LCC)

LCC criteria	LCC exponents	LCC indicators
Axiological	– culture value awareness as a means of verbal activity; – LCC motives formation awareness; – awareness of subject-subject relations in LCC; – mastering of person’s value orientations system (ideals, life goals, believes, principles)	– they think over the conversation content in advance
		– they are not afraid to show doubts in their rightness
		– they listen to an interlocutor carefully and actively
		– they do not use directive tone
		– they consider interlocutor’s temperament
		– they suppose that the communication success depends on appearance and manners
		– they suppose that the communication success depends on the previous communication experience
		– they suppose that the communication success depends on culture degree
Cognitive	– knowledge of nature and social world; – knowledge of language system and language of non-verbal communication; – knowledge of speech culture and behavior, the ability to use it properly according to person’s value orientations systems	– they get LCC knowledge in the educational process
		– they get LCC knowledge in their families
		– they get LCC knowledge in subcultures
		– they get LCC knowledge from the Internet, books, mass media
Praxeological	– the skill to listen to a partner and hear him/her, to hold a discussion, to convince a partner; – the skill to control the relations, find out various ways of verbal expression, foreseeing consequences; – the skill to understand partner’s mood, feel empathy; – the skill to overcome the feeling of being mistaken while giving one’s opinion	– they choose ways of verbal communication due to the situation
		– they listen to other’s opinion and change their minds
		– they persist on their point of view
		– they follow a different point of view
		– they perform an unprepared speech in a new place
		– they argue, proving their point of view
Reflexive	– abilities to self-analysis and self-esteem in verbal activity and LCC; – preference of positive evaluation	– they analyze causes of their communication success and failures
		– they find out negative points in interlocutor’s position
		– they find out positive points in interlocutor’s position

Based on the purpose of the current research, there have been selected the following diagnostic methods to estimate the OSU student’s initial level of lingua-communicative culture no matter what faculty students studied. Among them there were various questionnaires and interviews, ranking, lingua-communicative skills and overall culture evaluation; the Delphi method; self-assessment, e.g. “Teacher-Student Interrelation”, “Communication and Leadership Ability Assessment” (V. I. Andreev), “Evaluate Your Conversation Behavior” (J. I. Rogov); student’s learning process observations; experimental diagnostic methods, modified to suit the aims

of the study; communicative skills test by L. Mikhelson and Y. Gilbukh; “My Interaction Tactics” by N. Vlasova; lingua-communicative skills assessment by N. Gorlova; personality and empathy test by V. V. Boiko.

Test and evaluation (actualizing) stage. Test and evaluation (actualizing) stage of lingua-communicative culture diagnosis presupposes the use of the selected methods mentioned above throughout the preliminary and formative stages of the experiment. In order to increase the reliability of various questionnaire techniques and to control the validity of the student’s responses, modern statistical methods were used

for processing the outcomes. Much attention has been given to the creation of a comfortable environment fostering free expression of the student's opinions in conditions of anonymity. To increase the student's interest in the diagnostic study, discussions were held about its relevance and practical significance.

A relevant diagnostic data about students' initial lingua-communicative culture level was obtained due to the results of the questionnaire assuming to answer multiple-choice or open-ended questions. Here are some of them: *Where in your opinion is it possible to get information about lingua-communicative culture? Are the conditions for dialogue with a teacher and students, for participation in team and group work created at your lectures and practical classes? What is the most common purpose of your communication with other people? What are the most common obstacles of your communication with other people? What makes your communication with other people successful? What is your behavior to unpleasant people if you have to communicate with them? Do you analyze reasons of your communication success/failures? How do you assess your lingua-communicative culture level?*

Based on the results of the questionnaire surveys, valuable diagnostic material was received regarding the initial level of the student's lingua-communicative culture. The questions were designed to determine the development of different components of lingua-communicative culture, during which, each component was analyzed separately according to axiological, cognitive, praxeological and reflexive criteria and their indicators.

The large number of responses received has enabled evaluation of the current state of the emotive lingua-communicative culture component, indicating the extent to which the respondents were conscious of cultural values. These questionnaire surveys showed that the educational process (from 92% to 25%, with an average of – 69% of respondents) was the main source of knowledge of the student's lingua-communicative culture. The initial diagnostics also highlights that insufficiency of education (from 12% to 55% with an average of – 37,1% of respondents), low social status (26,1%), bad character and manners of partners (28%), as a rule, undermines lingua-communication. The highest percentage according to these indicators

was noted among students of Architecture and Construction, Economics and Finances, Mathematics and Information Technologies faculties, the 4th year students of Institute of Innovations in Social Sciences and Humanities and Mass media, which undoubtedly requires consideration in the course of their professional training. Most respondents do not value self-expression, nor doubt their righteousness, nor attempt to comprehend and evaluate the interlocutor and themselves. Experimental survey data has confirmed the assumption that all lingua-communicative culture components need to be improved, with reflexive and activity-focused ones requiring particular attention.

Diagnostic data of students' reflexive ("Evaluate Your Conversation Behavior" by J. I. Rogov) and communicative skills (communicative skills test by L. Mikhelson and Y. Gilbukh, "My Interaction Tactics" by N. Vlasova; lingua-communicative skills assessment by N. Gorlova) pointed out difficulties in abilities to perceive and evaluate oneself and interlocutor objectively, respond to criticism adequately, meaningfully choose language means, tone and style of communication, take into account interlocutor's experience, interests and needs. The difficulties experienced by students in the educational process are also related to the insufficient level of lingua-communicative skills: to perform an unprepared speech in a new place (77,3%), ask questions to a speaker in an unfamiliar situation (51,1%), to make a report at a scientific conference (34,7%), argue, proving one's point of view (14,1%). Moreover, the use of the set of communicative skills diagnostic methods highlights that these difficulties are equally noted by both students of humanities (from 50 to 85%), economic and mathematical faculties (from 92 to 83%) regardless of the educational stage.

Ranking of knowledge and skills, necessary for effective professional communication, demonstrates that the vast majority of university students primarily needs knowledge about speech and behavior culture. Next is the ability to choose verbal communication strategies relevant to a given situation. The third place is taken by foreign language awareness and native speaker's culture.

Thus, the results of the initial students' lingua-communicative culture diagnostics has

determined the main tasks of the research work, in which we include didactics, organization and methodology of the experiment aimed at its formation.

Generalizing (results stage). This stage of diagnosis is focused on collecting verifiable data on quantitative and qualitative lingua-communicative culture progress. In order to monitor and evaluate the student's knowledge, skills and personal qualities, a suite of pedagogical diagnostics methods, selected at the design stage, have been used. Furthermore, during different language-related classes, e.g. Foreign Language, Russian Language and Speech Culture, etc., a wide range of activities has been used, such as dictations followed by creative tasks, complex text analysis, multiple-choice tasks, transcoding information, etc. They have served to diagnose both language and communicative knowledge and skills.

Thus, during Written Speech Practice classes with philology students the teacher working with an article asked students to write a dictation and then render the article in a written form. After that students participated in a subject-centered problem-solving discussion following the given plan and fulfilled a creative task supporting it with a presentation or a short video. Using the content of the language-related class students were suggested such problem-solving tasks as: *Who is a hero for you? Who are heroes in the real life? Is sales mania a disease? Why do people are fond of sales? Why is healthy eating getting so popular today?* The teacher's observation and testing proved that such a system of creative tasks has improved lingua-communicative skills development. Participation in group or team work, subject-centered problem-solving has helped estimate the changes in student interaction and the quality of interrelation.

In the process of solving group and team tasks the teacher asked students to express directly subjective opinions of the participants and exchange their impressions. Within the discussion the recommendations for correcting verbal activity and mastering reflexive skills were made. At foreign language classes with students of different faculties 5 groups of methods for developing and assessment lingua-communicative skills were widely used ("Interview", "Information Bank", "Search for

a Pair", "Coordination of Actions", "Discussion Game"). The methods had a common task – each student, having at first a small piece of information, in the course of interaction with other students of the group had to obtain the information from the "collective bank" to acquire the necessary knowledge. Lingua-communicative skills assessment by N. Gorlova helped expert teachers evaluate the following lingua-communicative skills: to start and hold communication, ask and answer questions, avoid dominating in communication, etc.

So, the level of the student's lingua-communicative culture was evaluated with the help of special diagnostic techniques. The students have to demonstrate a certain outcome, which can be noticed through their classroom activity: giving a comment, reporting, discussing, taking a decision, role-play and dramatization.

For example, using the "Aquarium" technique which resembles a theatrical performance, "students-actors" of Philology Faculty and Institute of Innovations in Social Sciences and Humanities and Mass media within the content of different subjects (History of Foreign Literature, Rhetoric, Philological Text Analysis, Law, Russian History) according to the teacher's assignment represent the situation, meanwhile "students-spectators" act as critics and experts who observe, explain, evaluate what they see. The teacher also observes and analyzes the content of the dialogue as well as the lingua-communicative skills demonstrated. The "Aquarium" technique together with subject-centered problem solving was widely used by teachers of Architecture and Construction and Mathematics and Information Technologies faculties in the course of teaching Mathematics and IT-technologies, Career management in professional activity, Architecture design. Personality and empathy test by V. V. Boiko, "Communication and Leadership ability Assessment" by V. I. Andreev and the Delphi method were used to estimate students' progress in lingua-communicative skills and personal qualities mastery. Thus, in the course of teaching different subjects the students' lingua-communicative culture has been assessed and improved.

The obtained data once analyzed has allowed either to fix the progress and successful achievement of the target result, or to start

correction based on a developed plan. In order to provide practical focus of the pedagogical process and guarantee proper diagnosis, active, interactive or problem-based learning activities were incorporated. Thus, the use of variable methods of monitoring and evaluation has made it possible to conduct a comparative diagnosis of student's lingua-communicative culture level at different stages of experimental work.

Since the ability to evaluate oneself and the Other plays an important role in the formation of lingua-communicative culture, particular attention has been paid to the diagnosis of the student's reflexive skills. Taken both as a method and means of reflection of a foreign language student's progress, a lingua-communicative portfolio has been developed [Shkerina, Chelovechkova 2015]. The lingua-communicative reflection portfolio is a personal paper that allows a student independently evaluate his or her lingua-communicative culture level, learn to assess adequately his or her learning progress, see the goal of lingua-communicative culture mastering and build an individual route for its continuous improvement. The lingua-communicative reflection portfolio includes specially designed materials on self- and teacher-assessment of students' achievements demonstrating their lingua-communicative culture level. These materials also help analyze the progress of lingua-communicative culture constituent parts. Furthermore, the lingua-communicative reflection portfolio serves as a means for students to analyze their impressions, attitudes, reflections and achievements related to their individual educational route of lingua-communicative culture mastery. Thus, we have designed a reflection portfolio to be used as an open, dynamic system containing all the necessary tools for diagnosing and assessing knowledge, skills and experience of lingua-communicative culture mastery. The students participating in the experiment with the lingua-communicative reflection portfolio highly appreciated its role as a means of maximizing individualization of the process of lingua-communicative culture mastery, as well as a "stimulus to further improvement", "an assistant in evaluation of one's merits and drawbacks", and "a means of verification of one's knowledge and skills". The analysis of self-assessment lingua-

communicative reflection portfolio sheets at the formative stage of the experiment proved that students (98,7%) assess their achievements adequately.

Results

The set of diagnostic procedures implemented throughout the students' lingua-communicative culture formation experiment have been used for evaluation of their lingua-communicative skills ("Teacher-Student Interrelation" by V. I. Andreev, "Evaluate Your Conversation Behavior" by J. I. Rogov, "My Interaction Tactics" by N. Vlasova, lingua-communicative skills assessment by N. Gorlova, the Delphi method) and personality quality dynamics ("Communication and Leadership Ability Assessment" by V. I. Andreev, personality and empathy test by V. V. Boiko, various questionnaires, interviews and self-assessment).

Communicative skills test by L. Mikhelson and Y. Gilbukh modified to suit the aims of the study proved the positive dynamics in basic students' lingua-communicative skills reflecting their subjective position: to respond to criticism adequately (the skill increased from 47% to 83%), respond to hurting or provoking behavior competently (the skill increased from 18% to 33%).

Positive dynamics in lingua-communicative culture development has manifested itself through the development of student's skills in applying his or her knowledge in accordance with a certain communicative situation, interacting with a partner, regulating relationship, finding out various ways of verbal self-expression, standing their ground, planning a discourse and managing it, creating emotional comfort in communication, assessing one's participation in communication adequately and giving preference to positive assessment of a partner. Reliability of the results has been verified by certain statistical procedures (Student's t-criterion, Wilcoxon's W-criterion, G-Signs criterion) [Sidorenko 2007].

The following indicators were used to evaluate the qualitative lingua-communicative culture changes according to criteria of four lingua-communicative culture components (emotive, cognitive, operational and reflexive):

AI – average indicator;

TGI – total growth indicator – the difference between the initial and the final value of indicators;

$TGI = AI(f) - AI(i)$, where $AI(f)$ stands for the final indicator value and $AI(i)$ – for the initial indicator value;

IGR – indicator growth rate – reflects qualitative indicator growth;

$$IGR = AI(f) / AE(i)$$

Table 2 – Lingua-communicative culture qualitative development dynamics

Lingua-communicative culture components	Control group				Experimental group			
	AI(i)	AI(f)	TGI	IGR	AI(i)	AI(f)	TGI	IGR
Emotive	44,4	49,0	4,6	1,10	45,0	63,4	18,4	1,40
Cognitive	38,9	42,6	3,7	1,09	43,9	53,9	10,0	1,22
Operational	45,2	51,6	6,4	1,14	45,8	64,9	19,1	1,42
Reflexive	30,8	31,8	1,5	1,03	31,7	48,6	16,9	1,53

The methodology developed for lingua-communicative culture diagnosis made it possible to identify and evaluate personal qualities students managed to develop within the experiment. Students' self-assessment determined 5 personal qualities with the following ranking: independence (100%), purposefulness (86%), activity (63%), ability to handle emotions (50%), ability to convince (47,7%).

The appropriateness of the methodology for student's lingua-communicative culture diagnosis applied in the course of teaching different subjects has been proven by the results of the longitude experiment carried out throughout the educational process of Orenburg State University.

Conclusions

The results of the study have brought us to the conclusion that student's lingua-communicative culture as an integrative dynamic personality feature which is expressed through adequate comprehension, sensible self-assessment and positive perception of communication partners needs a set of specific diagnostic methods and statistical procedures relevant to the complex evaluation of its components (emotive, cognitive, operational and reflexive).

The suggested methodology for students' lingua-communicative culture diagnosis is based on three consecutive stages (design, test and evaluation, generalization) and a set of specially developed criteria (axiological, cognitive, praxeological, reflexive) with their indicators.

It has implemented a set of variable diagnostic (observation, interviewing, questioning, lingua-communicative skills testing, diagnostics of personal qualities and empathic abilities) and statistical methods (Student's t-criterion, Wilcoxon's, W-criterion, G-Signs criterion), as well as self-assessment and the Delphi-method gained diagnostic, test and evaluative functions. Statistical procedures are aimed to control the validity of the data and processing the outcomes. The selected methods used throughout the preliminary and formative stages of the experiment ensure determining the dynamics in different components of student's lingua-communicative culture within the comparative diagnosis, evaluation of statistical data accumulation and their further analysis.

The use of the complementary diagnostic methods in the context of teaching different university subjects has provided for the adequate lingua-communicative culture level diagnosis in competency-based education. Methodology stated the importance of self-esteem in diagnosis and development of students' reflexive skills, personality qualities and emphatic abilities. Specially designed self-esteem sheets of lingua-communicative reflection portfolio, questionnaires and personal qualities ranking has become a significant means for adequate lingua-communicative culture diagnosis and improvement.

The appropriateness of the suggested methodology has been proven by the results of the experiment which manifest themselves in lingua-communicative skills and personality

qualities positive dynamics. They confirm the universal character and a total effect of the methodology which ensures adequate evaluation of students' lingua-communicative knowledge and skills, personality qualities and effectiveness of the educational technologies (group and team work, subject-centered problem-solving).

The implementation of the suggested methodology in the context of teaching different university subjects requires a special teachers training for their acquisition of diagnostic

methods, developing their lingua-communicative culture competence and readiness to lingua-communicative culture formation.

The research described in the article does not cover all the aspects of the given problem. Further studies can be connected with specifying certain diagnostic methods for lingua-communicative culture evaluation based on the content of separate disciplines including: Humanities, Science or Economics all in a native tongue or a foreign language.

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