

Studying Pedagogical Linguoecology

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Abstract

Pedagogical linguoecology declared itself in the early twenty-first century as part of the organic unity of contemporary pedagogical reality. This is a new linguistic and pedagogical thought that rises in school education for the first time. The article presents the experience of innovation in school language improvement, the development of moral language personality in the scientific field of pedagogical valeology with lingvoecology dominant. Linguistic social environment, which has been in regression more than 20 years, has had a great impact on the process of communication in general.. Linguoecology explores the current situation in the country from linguoecology point of view. The article emphasizes that experimental innovation, linguoecology environment by creating the pedagogical conditions, pedagogical means capable of linguistic ecology not only to solve the language/speech problems of formation linguistic identity, but also to have it under the control. The authors present the results of experimental research activities to examine the various vectors of polluting communication and verbal behavior, the "polluting" factors of the speech in oral communication, speech writing, the effect of the Internet on the scarcity of written speech activity.

1. Introduction

Modern conditions of life influence the functioning of speech, the usage the rules of grammar, lexical compatibility, etc. According to this change, we attribute the formation of linguistic ecology, which has its conceptual-categorical apparatus based on the concepts and terms of science, which has its interdisciplinary connections. Using methods of different sciences when conducting ecolinguistics research, scientists have brought in a young new concepts and terms. Many scientists, such as A. A. Bernatskaya, V. P. Korovushkin, L. I. Skvortsov, introduce new terms or redefine existing in ecology, linguistics, psychology and others [1], [2], [3]. Along with the above included in the use of concepts, we believe it is necessary to talk about lingvoeconomics, as it is generally accepted that to restore or maintain natural eco-friendly environment one of the key is the concept of sustainability. In psychology ecology is understood as the concern about maintaining the natural harmony, the desire not to disturb anything that is natural and under the internal ecology – the relationship between the person and his / her thoughts, behavior, skills, values and beliefs. In Pedagogics lingvoecology is understood as a special Method of Teaching aimed to form in students the sense of taking necessary care of Mother Language and Native culture and after that while studing foreign language [4], [5].

1.2 Lingvoecology itself

Under lingvoeconomics we understand language (speech) environment characterized by a particular way of interaction of elements, implemented their communication strategies, openness of intent, value orientation, normative, inversely proportional to the number and degree present in her linguualtechnik elements and also other elements that pose a threat to the language environment.

Speaking about lingvoecology within linguistics we must remember that this concept is important to observe while learning language, that is why we would like to dedicate the article to the study of teaching of linguistic ecology.

Let us dwell on the components of this definition. So, linguistic environment – view communicative space in which is implemented communication aimed at socialization. In turn, language socialization is the acquisition of language as a communication tool for social interaction in society, expressed in the digestion of: 1) elements and structures of language; 2) the speech norms of a particular social environment; 3) stereotypes of verbal behavior. In addition, under a speech-environment speech understanding, which perceives man in his natural environment: family language, radio, television, language books [6], [7].

So the language environment on the one hand, is a component of cultural and psychological environment, or linguistic space in which there is a separate individual, group of people and the whole society; and on the other – a space where there is language as an element of culture as a factor of human socialization, as well as the linguistic and extralinguistic factors influencing the development and functioning of language in society.

That is why we believe it is very necessary to force student take care of their native language, the culture, otherwise lots of cultural and linguistic items could go away.

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We conducted some experiments while teaching Russian Language at School. We allocated several points we wanted to drop attention to. The first one is analysis of emotional and emotive human communication in the framework of numerous categorical emotional situations from ecological positions, identified ecological parameters of ecologic communication. The parameters of ecological communication, the authors attributed the friendliness, the desire of partners for communications to avoid negative evaluations of the identity of the interlocutor, coordinated action towards a common emotional core, courtesy, conformable situation solidarization, the cooperativity, the desire to stand on the position of the partner, the implementation of targeting utterances through reference. Here we can point out the name of the addressee, the choice of the overall following the logic of the deployment of the text, the determination of the threshold semantic perception, the selection of stylistic means depending on the situation, ability to listen, the ability not to overwork the recipient, the ability to organize attention to listening, mutual tolerance speaking and listening to each other, respect for the person and the experience they set out facts, the containment of negative emotions, encouragement, and support through the emotional "stroking", a positive evaluation of equal communicative rights, "good speech", the appropriateness of speech etc. Our aim was to make students be careful while speaking being affective. We asked to record their speech during 1 week and then made a deep psychological, linguistic and pedagogical analysis of the presented dialogs. We wanted to show that sometimes we can reflect our feelings or ideas because of the lack of necessary words, sometimes we use rude words without thinking about the possibility to offend the other person. After this work we gave the same task – to records their daily speech and then make its analysis on their own. It turned out that after the first analysis students did their best to change their way of speaking. The experiment was made on the concept morality, because in the modern society this concept has been changed greatly [8]. But here another question arises, how constructive is a consequence of lingvoeconomics in communication. Developed and purely ecolinguistics research methods, in particular N. L. Shamne and A. N. Sevginin constructing algorithm ecolinguistics monitoring. Ecolinguistics monitoring is a multi-stage interdisciplinary research event, long-term implementation, which is preceded by the construction of maps of survey, based on the consistent application of institutional and cluster approaches. During ecolinguistic monitoring commit changes in the studied language and reveals the current strength changes, the assessment of impacts of changes occurred as well as the development of possible measures of recovery ecolinguistics balance. Ecolinguistics monitoring of the region is carried out in the course of obtaining data for individual parameters, which we understand this way: 1) relatively constant characterizing the simulated system indicator (quantitative or qualitative/ descriptive), saying how this system is different from others; 2) measurable quantity, the natural ecolinguistic space in the region, its structure, status. In the algorithm of ecolinguistics monitoring includes the following settings: linguistic, economic, political and institutional, socio-demographic, socio-psychological, cultural, and sociolinguistic cumulative. Following the mentioned aims we began conducting student`s scientific research on the verbal behavior. We inspire students to notice the way people deal with each other, to compare the modern way of communication with the one that was 20-30 years ago. Special attention we pay to the Internet communication. As we know students spend lots of time in the Internet and invent different sources to make communication as fast as possible. They shorten words, use special pictures to reflect emotions. But as the result it becomes very difficult to find the necessary word to express the feeling.

1.3 The results of the experiment.

We conducted different experiments to find out whether it is possible to make people use long words in the Internet or at least replace the pictures by the words. Then we analyzed the number of words people use while communication and their frequency. We have come to the conclusion that from 100 students 60 of them definitely try to take control over their speech both emotional and non-emotional. About 45 % of the students try to enrich their vocabulary by different sources: they learn the meaning of new words, search for the synonyms, learn by heart sentences from classical literature.

Internet communication has a bed influence on the vocabulary. It is difficult for a person to changed Internet accepted words and signs with long words reflecting person`s feeling. Only 37 % was ready to replace sing by words immediately. We think we reason is that the Internet society is too large to make yourself a bit different from others.



1.4 Conclusion

The most important requirement for saving the language is forming the sense of its importance. It may be done with the help of scientific work, recording your own speech, making regular control over the Internet communication.

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