



Curricular Continuity in Communication Skills Formation with Professional Guidance of the Allophone Student

Lidia Strah¹, Maria Pruteanu²,

Abstract

First, we have to mention that studying a language is no longer an aim by itself, but a way of communication and the notion “communication” is strongly linked to the pedagogy of cooperation, which can be developed only at a high level of communication oriented on professional guidance. The training of future allophone professional depends on the teacher personality, on personal attitude of the allophone student towards linguistic education proposed by the environment and society where he lives.

We plead for a stable quality and productivity, which means a “correct and intelligent” awareness in relation communication - creativity - professional training.

We propose a methodological route and we put the allophone student in a problematic framework and we help him accept the Romanian language assimilation way oriented on professional guidance.

Awareness of curricular continuity in communication skills formation oriented on professional guidance would be efficient if:

- *the society would prove interest on professional knowledge of Romanian language;*
- *the school wouldn't support the quantitative success of Romanian language;*
- *“contextual blocks” of active communication in Romanian language would be suggested;*

There are three main actors that participate in the act of leading communication: the society, the school and the interested person, and these actors may form “the moral triangle” of the responsibility of forming the communication abilities oriented on professional guidance of allophone student.

Keywords: continuity, curriculum, ability of communication professional, consciously challenge of Romanian language, ability plurilinguistic, university medium, social-economic context, partner.

1. Introduction

The reformation of higher education in terms of European integration gives priority to those aspects, which are linked to linguistic formation of allophone students, who are studying Romanian as a second language.

A language user is a social actor, who has to fulfill certain tasks in his field of work; he looks forward for strategic use of communication skills he disposes. In this connection, the formation of communication skills of allophone students in terms of studying Romanian is a priority, because through knowing the language, the student joins the social-cultural sphere, in which he will act as specialist. So, studying Romanian became a dimension of professional skills of the future specialist.

First, we have to mention that studying a language is no longer an aim by itself, but a way of communication and the notion “communication” is strongly linked to the pedagogy of cooperation, which can be developed only at a high level of communication oriented on professional guidance. The training of future allophone professional depends on the teacher personality, on personal attitude of the allophone student towards linguistic education proposed by the environment and society where he lives.

Second, we feel that studying Romanian by the allophones is a necessity. Thus, in order to optimize the practical acquire of the language and communication skills is needed to proceed to the direct exposure of the allophone to a speaking environment, eloquent and professional.

But, before understand the direction of professional choice, the society want to be delighted by an intelligent and cultural communication of the student, by his ability to lead a professional discussion, by recognizing the necessity of communication.

¹ State University of Moldova, the Republic of Moldova

² State University of Medicine and Pharmacy “Nicolae Testemitanu”, the Republic of Moldova



Obviously, we plead for stable quality and productivity of knowing the Romanian by the allophone students, but not exaggerate, this fact need an “accurate and intelligent” awareness in relations communication – creativity – professional training. Many teachers consider the easy way of this formula: reducing the work of study the language to the simply learning Romanian, and as an effect, to encourage the students do simple and easy activities in communication. So, following this methodological way, we put the allophone student in a problematic environment of linguistic education and we impose him to accept this way of learning Romanian. This methodological way can’t be proper to enhance the contribution of Romanian to development of communication skills of allophone student, and cannot involve him in an efficient and creative learning process.

Proceeding this way, we could encourage future specialists, by the force of communication situation and “easy” professional tasks, to fill insignificant claims in knowing Romanian.

2. The Methodology of Formation the Communication Skills

Starting from the conception, that the “conscious” society of Romanian, in fact, is social conditioned, we can mention that this condition is the cornerstone in formation of communication skills. The society tries to explain that only professional activity of the allophone student and the knowledge of Romanian can become a “bridge” in formation the communication report among diverse environments of social-economic life. The pedagogy of education came with a “set” of ways to deliver knowledge, but it takes skills, intelligence, and smart “coached” memory in exceptional conditions of efficient professional communication.

Taking as base the idea that learning Romanian by the allophone student cannot be reduced to teaching notions of grammar and vocabulary, the main objective of the university must assume the premise of creating required skills to this student in situation when he face the social-economic lifestyle and future formation of the specialist. Other words, it requires a “grammar of communication skills”, a “grammar of language use” [4].

Other, more generous approach of the notion “communication skill” [8] is proposed by G. R. Tucker and W. E. Lambert, in their opinion, development of communication skills suppose more than possession of a linguistic code; it means “development of interest and sensibility, by the values and traditions of the nation, which language is studied” [8]. We remembered this definition in order to make a reference to a matter that should not be overlooked in developing a strategy, which we consider “key segment” in studying Romanian, namely attitude and motivation of allophone student towards the requirements of a modern society.

Stimulation techniques in communication skills development with professional guidance must correspond to interests and motivation of allophone student, this should be the tool that will perform the access to information, which will ensure the professional training and, the same way, his integration into the flow of professional formation.

Formation and development of the new specialist are strongly linked with the steps of his becoming professional. At the stage of favorable development of “professional thinking”, the concrete attitude prevails in front of existing “professional relationships”. During the transition from logical and verbal perception to operational perception, allophone student pass a complicate way, which will require a high level of possession of operations teaching – learning – evaluation of modern language. Here comes the conclusion that, without reporting the communication skills to the professional needs of allophone student, the communication by professional guidance itself wouldn’t evolve and, in the last, the speaker wouldn’t exist.

The possibility of extending and broadening professional development is supported by the notion of “continuity”, due to which, the allophone student could perform the search, selection and activation of “professional communication layers”.

Starting from the idea that the phenomenon of circular continuity form communication skills, to the acquisition of professional language, we could observe some principal aspects, which would facilitate the understanding of the notion of communication. The acquisition of professional language by the allophone student is needed to form “professional repertoire” [1], this “repertoire” must involve all linguistic skills, from school to high educational institutions. All these suppose that allophone student should develop plurilinguistic communication skills. Thus, we arrived to an important moment, learning a language is a permanent process, and development of motivation for this learning, the ability and confidence to conquer



a new communicational experience, which exceed the university environment, become an important necessity and it is always present in social- economic context.

Formation of communication skills by professional guidance of allophone student isn't done without "intention to influence" the quality of professional speech. But this isn't done by transferring qualities typical for some complex professional speeches. By the help of "continuity" in assimilation of Romanian, the allophone student make diverse "significations", which are unknown yet to professional speech, and gradually become important elements in his knowledge, ideas and finally his interests to preserve "conscious contact" with the active environment of communication. Such is shaped the bridge that establishes relations of specialist's future place in plurilingual society, as well as the necessity to intuit the perception of this special language.

The phenomenon of continuity in formation of communication skills by professional guidance starts to involve gradually notions more and more complicated:

- Why should I communicate in Romanian?
- Can acquisition of Romanian help me to my integration, according to modern society requirements?
- Could I increase my responsibility for operation this language?
- How could I eliminate personal prejudices about Romanian in Republic of Moldova?

Indeed, the curricular continuity awareness could be efficient in formation of communication skills by professional guidance if:

- The society where we live would manifest it's interest towards the practice of Romanian;
- The school wouldn't follow quantitative success of Romanian;
- It would propose "contextual varieties" of active communication in Romanian;
- Three actors would participate in the act of routing communication: the society, the school, interested person, which could be the moral triangle of responsibility to form the communication skills of allophone student in acquiring the specialized language.

Then, on the road to formation of the communication skills by professional guidance, the allophone student will be able:

- To express ideas and emotions without blocks;
- To rule an appropriate vocabulary;
- To manifest respect in communication "construction";
- To describe a situation in a personal and appropriate manner;
- To rule the argumentation techniques;
- To obtain analytic and synthetic abilities, specific verbal communication;
- To ask questions correctly formulated;
- To select information, depending on context;
- To have personal ways of expression;
- To rule the verbal language;
- To manifest interest for the beauty in nature and art;
- To create new forms of expression;
- To combine in a creative way, communication opportunities by the professional guidance;
- To manifest flexibility in addressing topics;
- To understand the essence of the message;
- To consider other communication partner ;
- To realize the quality of social-cultural relationships;
- To capitalize dynamic the opportunities for communication he is able to have;
- To contribute to the improvement of communication skills by professional guidance.

3. Conclusion

As a conclusion, from the point of view of communication by professional guidance, it must take into consideration the notion of "continuity" in all possible variations of forms and development of communication skills by professional guidance. Once realized, this "continuity" in teaching – learning – evaluation of Romanian of allophone students, it could complete the methods of teaching – learning of



Romanian of allophone students in universities, establishing exactly the importance of this language on “documentary” aspect [6], as well as on social – economic and cultural aspect. Obviously, the way of evaluation the events put some stopping mechanisms in the process teaching – learning – evaluation of Romanian for allophone students. Leaving aside these mechanisms, it’s necessary that present learning courses of Romanian in universities prove their incontestable value in formation the new speaker.

References

- [1] Carroll, B. J. Testing Communicative Performance, London, Pergamon Institute of English, 1980, p.173.
- [2] Limbaje și comunicare, Iași, Instituții Europene, 1995, p. 507.
- [3] Palii, A. Cultura comunicării, Chișinău, Epigraf, 1999, 176 p.
- [4] Roulet, E. “Theories linguistiques et pratiques de enseignement des langues”, Cours d’ete et Coloque scientifique, Sinaia, 1997, pp.89-103.
- [5] Slama-Cazacu, T. Cercetări asupra comunicării, București, Editura Academiei, 1973, 357 p.
- [6] Solomon, M. Semnificație și comunicarea în lumea contemporană, București, Editura Politica, 1985, p.129.
- [7] Șoitu, L. Pedagogia comunicării, București, Editura Didactica, 1997, p.135.
- [8] Tucker, G. R., Lambert, E. Sociocultural aspect of language study in J.W. Oller J.C.Richards (eds) Focus on the Learner, Rowley, Newbury house, pp.29-37
- [9] Зимняя, И. А. Психология обучения неродному языку, Москва, 1989,с. 119.
- [10] Леонтьев, А. А. Язык, речь, речевая деятельность, Москва, 1979, с.321.
- [11] Якобсон, Р. Мозг и язык. Речевая коммуникация. Язык в отношениях к другим системам коммуникации, Москва, 1985, с. 97.