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## Development of Communicative Potential of Personality by Means of Foreign Media Discourse in Digital Environment

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### Abstract

The paper considers basic characteristics of media discourse within the context of integration of media education and foreign language proficiency. Researches show that media education is considered as the process of personality development with the help of media recourse. And communicative potential is the basic constituent of the personality. This paper defines motivation, social-psychological, content-related, operational and reflexive levels in the structure of the communicative potential of the personality of the student. The purpose of this research is to design an educational framework that uses media discourse to ensure the development of the student's personality and communicative potential. So, an attempt is made to design and implement the model of *development of communicative potential of the personality* on the bases of media education model. The basic levels of the model are specified: goal directed, content-related, conceptual, methodological, and environmental ones. The clusters of the model are defined in accordance with the structure of the communicative potential of the personality. They are initial, theoretical, analytical, practice-operational and reflexive ones. Finally, the paper describes the practical part of this research, the experience of development and implementation of electronic teaching aids on the bases of media texts. Thus, this model is realized during foreign language course with students of technical university.

**Keywords:** communicative potential of personality, foreign media discourse, media text, digital environment.

### 1. Introduction

In the digital age, in the context of integration and globalization issues of communicative potential of the personality attracts great attention. It means such qualities as adaptation to changing economic and social environment, life learning education, personal growth and self-improvement, readiness for cooperation and interaction. And media resources are considered as general educational innovations for personality development.

This paper pays special attention to the role of media discourse in language learning process aiming at development of communicative potential of the personality. Education today is not just language teaching, it is an open dialogue how to develop educational and pedagogical solutions for both students and teachers, how to feel comfortable with digital media and to encourage it use in the academic environment.

The modern social world is fundamentally different compared to the world of some twenty-thirty years ago. The semiotic world reflects the social one and the key reason is globalization and

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its effects in relation to language (Bell, 2003; Novikova, 2004), the process of language learning and design of language teaching environment (Brown, 2006; Hill, 2013; Kress, 2017; Mishan 2005).

The next reason is rapid development of technologies and impact of multimodal environment of mass media and media discourse. Modern media discourse is changing the way we live, think and learn. In terms of learning, developing critical thinking, introducing the “dialogue of cultures”, media discourse content is one of the key educational media (Beknazarova, 2011; Fedorov, 2015; 2015a).

In the digital century the paradigm shift has occurred (Bearne, 2003; Marshall, 2002); as a results multimodal texts came into our life (Goldstein, Driver, 2015; Kress, 2003). This fact has affected the approach to contemporary communication (Kress, 2010) and thus to communicative skills mastering. Survey shows (Fedorov, 2015a: 16) that 57.34 % of experts consider the development of communicative competence of the personality to be one of the purpose of media education.

Researches show that integration of media discourse into the university syllabus as teaching aid increases the efficiency of learning (Aleksandrov, Levitskaya, 2018; Buckingham, 2003; Dobrosklonskaya, 2005; Ljubojevic et al., 2014). It also improves the quality of students experience and impacts their motivation dramatically. Media discourse has positive influence on cultural, aesthetic, cognitive attitudes and communicative skills of students.

So, this paper studies the issues of development of communicative potential of technical students by introducing media texts into the syllabus of foreign language course. The main purpose is to describe the model of *development of communicative potential of the personality* (DCPP model) on the bases of the media education model for teachers (Fedorov, 2015: 102-106) and to describe the key goal, academic content, concepts, methods and education digital environment.

## 2. Materials and methods

To design the DCPP model, the following general scientific methods were applied: theoretical analysis of the basic notions of the research; analysis of the best practices; analyses of modern media educational environment; the role of media text as the means of development of communicative potential of students in technical university; also, some empiric observation, interviewing and testing were used.

Methodological foundations of the research are the following: theory of dialogue interaction in communication, the “dialogue of cultures” (Bakhtin, 1979; Fedorov, 2015); competence based approach (Burke, 1989; Zimnyaya, 2003, etc.); communicative approach to development of all language activities (listening and reading, speaking and writing, translating and interpreting) (I.L. Bim, A.A. Verbitskii, E.I. Passov, L. Bachman, M. Holliday, D. Hymes, R. Oxford, etc.).

## 3. Discussion

Modern researches investigate how media resources are used to enhance development of personality (Baranov, 2008; Fedorov, 2015; Fedorov, Levitskaya, 2018; Iogolevich et al, 2019) and his/her potential in language learning process (Panina, 1999; Zakime, 2017). And demand for language ability and communication skills is rather high in the modern job market (Brundiars, Wiek, 2017; Damari et al, 2017; Gruzdev et al, 2018; Mitchell et al., 2010).

The results of the survey in the US have found that 66 % of employers consider foreign language skills to be important (Damari et al, 2017). The findings highlight the idea that language skills are valuable in combination with other skill sets such as ability to work effectively with people from different countries.

These results are like the results of the survey conducted in Russia (Gruzdev et al, 2018). According to a 10-point system, the employers have assessed the significance of communication skills as 7.7. Communication skills include abilities to carry out business communication orally and in written using the state and foreign languages (8.6 points), and to apply modern communication technologies including foreign language in academic and professional spheres (6.8) (Gruzdev et al, 2018: 692).

According to K. Brundiars and A.Wiek, skills of effective communication are among domains of professional skills that are relevant to sustainability jobs in the market (Brundiars, Wiek, 2017). Effective communication skills are a part of supporting professional skills and work synergistically with content knowledge. The researchers show that variety of communication skills is overlapping

with other skills and they are integrated into the context of people interaction. So, effective communication include verbal, non-verbal or written interactions. People may inquire information, persuade, explain, negotiate, listen to different opinions.

N. Lindsey and M. Rice consider interpersonal skills to be important in all types of industries (Lindsey, Rice, 2015). The researches add that job market demand people with good interpersonal skills to cooperate and interact easily with diverse personalities from different cultures and backgrounds.

A list of universal competences or soft skills was introduced by the Russian Ministry of education. The development of communication skills is determined by the current demand in the labor market and personal needs of the students.

As the researchers show, communication skills are an integral part of professional skills but, at the same time level of communicative skills among technical university graduates does not meet demand of the job market. With reference to M. Gruzdev et al, the level of development of communication skills among university graduates is 4.8 out of 10-point system (Gruzdev et al, 2018: 692) and only 41.8 % of employers are satisfied with the level competences of university leaver. So, it proves the importance of integrating communication skills development into education curriculum (Damari et al, 2017; Gruzdev et al, 2018; Mitchell et al, 2010).

Selecting appropriate communication media and technologies is key to development of personality skills (Brundiars, Wiek, 2017: 6). Researches emphasize that rational use of multimedia resources and technologies support positive learning process, especially self-learning of personality (Ljubojevic et al, 2014).

B. Gleason and S. Gillern consider identity development as one of the elements in a student-oriented model of digital citizenship (Gleason, Gillern, 2018). According to the researchers, the concept of digital citizenship means not only appropriate use of technology and ability to participate online (skills to find, evaluate and use information), but to create and introduce sociocultural practices. The authors discuss interrelation of literacy practices, identity and digital citizenship development. They recognize digital citizenship curricula and role of social media in learning space that involve students' interests and competencies. Application of social media in the framework of multimodal and interdisciplinary pedagogical approach help students to become digital citizens (Talib, 2018).

A. Fedorov and A. Levitskaya highlight the value of personality development of students during media education (Fedorov, Levitskaya, 2018). Media education supports personality development, i.e. development of mental and thinking processes, visual memory, communication skills, understanding non-verbal communications, creativity, person's motivation and values (Iogolevich et al, 2019: 40). We share this idea and consider media education concept and media resources as an appropriate content for personality development. As the scientists note, media education is the process of personality development by means of mass media and the goal is to increase creative, communicative and critical thinking skills.

A. Fedorov has conducted a comprehensive analysis of different media education models in foreign and national works (Fedorov, 2015: 70-99). The scientist analyzed the basic educational notions such as media education, goals and objectives, contents, technologies, organizational forms and suggests media education model for teachers (Fedorov, 2015: 102-106). And there is a need to design an educational framework that uses media resources that enhance the development of the student's personality and communicative potential.

Following A. Fedorov approach, we made an attempt to design a *development of communicative potential of the personality* (DCPP) model on the bases of the media education model for teachers (Fedorov, 2015: 102-106) and to integrate it into foreign language course.

This research considers significant contribution of foreign researchers C. Bazalgette, D. Buckingham, A. Hart, L. Masterman, etc. and national scientists O.A. Baranov, T.G. Dobrosklonskaya, A.V. Fedorov, V.G. Kostomarov, V.V. Prozorov, I.V. Rogozina, G.Y. Solganik, L. Zaznobina and others to the development of media discourse theory.

In linguistics the notions *discourse* and *text* are interrelated. So, in a narrow sense *media discourse* is a hierarchy of texts with specific characteristics (Dobrosklonskaya, 2015; Karasik, 2004). Media text is the basic element of media discourse and is defined as any message of any kind and genre that may be found in media systems (newspaper article, videoclip, film, etc.) (Chelysheva, 2008: 86; Fedorov, 2010: 29). General characteristics of media text are

multidimensionality, dynamic character, variety of linguistic characteristics and social-regulative nature, hence it is a means of development and transformation of individual worldview.

According to functional style and genre T.G. Dobrosklonskaya identifies informative, analytical, fictional, journalese, advertising media texts (Dobrosklonskaya, 2005). Each genre has its own system of situations and mediatopics, for example, news covers politics, economics, foreign and home affairs, events, sport (Hartley, 1982; Hughes, 1998). So, situation/topic correlation of media texts should be included into syllabus.

A. Fedorov names the issues that may be studied in foreign language course according to D. Buckingham (Fedorov, 2015: 92): vocabulary of target language country, for example in advertising; representation of national identity (including postcards, travelling advertising brochures); current events (international news, sport events), etc. The scientist has analyzed researches on media education teaching methods (O.A. Baranov, A.M. Gelmont, D.I. Poltorak, U.M. Rabinovich, A.V. Sharikov, Y.N. Usov, L.S. Zaznobina), and some others (Fedorov, 2015: 359-360). As the result, he suggests classification of methods according to: mode of presentation: aural (lecture, explanation, conversation discussion); demonstrative (illustration, audio, visual or audiovisual); practical (various media activities); level of cognitive activity: explanatory-demonstrative, reproductive, problem (Fedorov, 2015: 118).

Special attention in A. Fedorov's studies is paid to the problem-based learning methods (Fedorov, 2015: 361-362). In the context of this research the most valuable are autobiographical/personal analysis (as it provides development of the personality), stereotype and character analysis (as it helps to identify and compare behavior of people of different cultures), identification analysis (recognition of text implication), content analysis (as it studies all communication artefacts), semiological analysis (as it examines all types of signs), aesthetical (as it studies stylistics and rhetoric).

R. Hill et al consider context and pedagogical practice as important elements of effective teaching (Hill et al, 2012). They discuss how introduction of course platform may support teaching and learning. The scientists identify parameters of the teaching tasks and course platform design principles. The research revealed no universal algorithm between pedagogical dimensions and course site features, but in general a course template offers beneficial and developmental teaching and learning guidance.

So, Results section describes the experience of development of a course template for the DCCP model on the bases of media texts for students. The cornerstone idea of the model is that application of foreign language media texts would enhance the communicative potential of students' personality in digital education environment.

#### 4. Results

DCCP model is based on common didactic foundations, such as education, upbringing and holistic development of personality; self-education and self-development; student-centered approach; developmental learning; life-long learning; the principle of humanity. Specific didactic foundations are interrelated to the issues of communicative competence development by means of foreign language media texts and include motivation, learner autonomy, digital environment issues.

The basic levels of DCCP model are goal directed, content-related, conceptual, methodological, and environmental. The clusters (A. Fedorov names them structural blocks) of the DCCP model are initial (student's needs, motivation, purposes); theoretical (media resources as content); analytical (analysis of foreign media text of different genres); practice-operational (development of communicative skills of perception and production of foreign media text of different genres); reflexive (assessment of personal activities).

Communicative potential (CP) is considered as an integrative quality that includes both communicative and personal characteristics. We identify five interrelated levels in the structure of the CP of the personality of the student: motivation level (defines special educational needs and motivation); social-psychological level; content-related level (includes basic knowledge of communication in professional sphere); operational level (means application of skills to perform effective communication in the professional sphere); reflexive level (provides assessment and analyses of personal communicative activities).

In a narrow sense this paper studies CP of personality as willingness and ability to carry out successful foreign language communication in professional sphere, as foreign-language professional communicative competence.

Typology of media texts is the basic resource of communicative competence development. There are different types of media texts, in this research we consider such characteristics as linguistic content, linguacultural and nationcultural aspects, functional style and genre, situation/topic.

This one reveals some topics and situations in foreign media discourse to study, analyze and discuss by students during the foreign language course. It is a thematically-organized list of situations according to the types of media texts.

Universal ones: foreign scientists and their discoveries (sites); scientific knowledge (discussions, interview, reviews); scientific products, its application (ads); company current events (news announcements, professional podcast).

Professional ones: the key company activities/ products characteristics (ads, news handout, op-ed article); responsibilities for engineering positions (job advertisement, site); industrial, environmental safety (article, rubric, interview, on-the-spot report).

Special attention is paid to news as a genre (Grundy, 2009; Lewis, 2003; Sanderson, 1999). News texts are easy to get, and they are available in a learner's friendly format. News provides a variety of authentic reports, reviews, announcements, weather forecasts and advertising to study. Editorials and gossip columns help to introduce formal and informal styles of English; feature articles give ideas for writing summary; weather forecasts introduce new vocabulary; letters are the examples of letter format writing. News texts meet socio-cultural requirements, properly constructed, the content is well organized, and linguistics norms are observed. So, one piece of a newspaper provides resources for teaching communication and developing language skills.

Usually teachers either introduce news texts into the syllabus using the sites of famous papers like *The Guardian*, *The New York Times* and *BBC World Service* or develop teaching aids themselves. The most efficient activities to use newspapers are writing and replying to small ads, job ads; writing and replying to letters to agony aunts; re-ordering jumbled paragraphs, cartoon strips; completing cartoon speech bubbles; predicting horoscopes for class members; matching property ads with students needs and some others (Grundy, 2009).

Thus, media texts as a means of communicative potential development are to be integrated in education model considering form of creation, linguistic content, situation/topic correlation and genre.

The result of this research is development of electronic teachware "Listening to the Moscow News". The aim of the electronic teachware is to master both listening and speaking skills. The stages of teachware development were the following: mass media texts collection; task-oriented exercises design; texts recoding in mp3 format; interface design; system test and installation; system application and adaptation.

The following software was used to develop the workbook: web-server Apache 2.2.4 (Apache Software License, Version 1.1); data base control system MySQL 5.0 (GNU General Public License, Version 2); language interpreter PHP 5.26 (PHP License, Version 2.02).

The main functions of the system are the following: users authorized access; data base interaction; answers checkup; automatic assessment; data store.

Users friendly interface is written in JavaScript language. The following browsers are recommended for use: Google Chrome, Opera 9, Mozilla Firefox 2.3, and Internet Explorer 7.8.

The electronic teachware consists of 25 lessons and covers texts on different issues – politics, elections, economy, talks, production and some others. The order of the lessons and the topic for discussion may be selected. The teachware introduces a dictionary to depict the difficulties of media texts vocabulary.

Next, some activities to master communicative listening skills are presented. Listening is a mental activity that includes the process of perception, decoding, and interpretation of information, so it is the ability to identify and understand what other people are saying. This means that we must understand both the speaker's accent and the meaning of the message. Different types of listening activities help to develop such skills and can be effective solutions to listening problems.

The unity of communicative tasks includes *Pre-listening*, *Listening* and *After-listening* activities. *Pre-listening* are warm-up exercises that include introduction of new words,

pronunciation peculiarities (proper names, abbreviation, acronyms), prediction, guided questions (Fig. 1).

### Moscow News Electronic Book

## Lesson 6. KOSOVO STATION HIT

### I. Pre-listening

#### 1. Before you listen, read and translate the words:

grenade - граната  
to hurl - бросать  
restive - беспокойный  
injury - травма, повреждение  
damage - наносить ущерб  
suffer - страдать  
explosion - взрыв  
to accuse - обвинять  
to rule - править, господствовать  
to abolish - отменять

#### 2. Pay attention to the pronunciation of the words:

Pristina, Yugoslavia  
Kosovo  
Serbian, Serbia  
Budimir Spasic  
Tanjug new agency  
Vranjevac  
Albania, Albanian  
Прослушать запись...

**Fig. 1.** Example of *Pre-listening* activities

*Listening* activities are a unity of tasks to master vocabulary (comparing with prediction; filling in with numbers, new words; true/false; ticking the word; putting the sentences into the right order; matching the items; paraphrasing the sentences) (Fig. 2).

### II. Listening

Listen to the news, fill in the gaps with the new words and then put the sentences in the right order.

1. It \_\_\_ Albanian terrorists for the attack.
2. They said the station was \_\_\_\_\_.
3. \_\_\_ could be heard throughout Pristina late Monday night.
4. ◆ with a huge military and police presence since \_\_\_ its autonomy in 1989.
5. Two hand \_\_\_ were \_\_\_ at the police station.
6. The state Tanjug \_\_\_ \_\_\_ said the grenades were hurled from a moving car in Vranjevac.

**Fig. 2.** Example of *Listening* activities

The key aim of *After-listening* tasks is to master communicative skills, so the tasks are multiple choice, yes/no question, true/false sentences; listening to different but connected pieces of info, info exchange to complete a story; summarizing the story; translating the words/word

combinations; writing letters/messages/ads related to the topic; debate/interview/discussion/role-plays related to the topic; acting the situation.

The teachware introduces some exercises to focus learner's attention on the message with "Question and Answer" (QA) technique. For example:

Who was being held hostage?

How many kidnappers did antiterrorist forces detain?

How old was the former hostage?

Where did Ahmad Setur enter Chechnya from?

When was he kidnapped?

How much did his abductors demand for his release?

The QA situation technique means that the first and the last words convey the essential meaning. Even a failure to know the meaning of all the words would not affect comprehension (Who... hostage – *Ahmad Setur*; How many... detain – 2; How old... hostage – 34; Where... from – *Ingushetia*; When... kidnapped – *22 March*; How much... release – *500000 \$*).

So, this section has presented the results of the research and discussed the basic features of teaching aids, the criteria for media texts selection as teaching tool, problems and solutions of teaching and communicative skills development.

## 5. Conclusion

Communicative potential as an integrative quality of the personality impacts his/her social, cognitive and professional experience in the modern world. And media education is great opportunity to acquire basic skills of 21st century, as it is considered as "the process of the development of personality with the help of and on the material of media, aimed at ... the development of creative, communicative skills, critical thinking, perception, interpretation, analysis and evaluation of media texts" (Fedorov, 2015: 5).

So, this paper describes the issues of development of communicative potential of student's personality by introducing media education technologies into the foreign language course. The aim is to introduce the model of *development of communicative potential of the personality* (DCPP model) the main constituents of which are the goal, content, basic concepts, learning methods and education digital environment. The main purpose is to enhance the communicative potential of the personality, the soft skills, that provide the opportunities for personal development to thrive in the world of 21st century literacies. Academic content of the model is presented by foreign media texts as they are widely available, authentic resource of variety of texts types that focus on social, cultural, political values of target society and thus, play a crucial role in developing language competences and mastering communicative skills. Multi-approach concept is the foundation of the model including the philosophy of student-centered approach, developmental and life-long learning, a competence approach. Integrated communicative, creative, problem-based methods taking into considerations students' motivation, self-analysis and learner autonomy theories are realized. And education digital environment encourages students to navigate the world of extralinguistic communication.

We'd like to summarize with G. Kress words, "The former constellation of medium of book and mode of writing is giving way ... to the new constellation of medium of screen and mode of image" (Kress, 2003: 9). But the author adds, "Writing is too useful and valuable mode of representation and communication – never mind the enormous weight of cultural investment in this technology" (Kress, 2003: 9). Thus, integration approach to combine both language-based theory and semiotics in foreign language course is considered the most efficient.

The experience of development and implementing the model of integrated technology of media education in the context of foreign language course shows that media texts as a means of pedagogical tools contributes to the development of communicative potential of the personality. Integration of the model in the educational process meets the demands of modern society to develop a highly-qualified and skilled personality.

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