Development of the Educational Strategies in Foreign Language Communication Based on the Linguocultural Reflection

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The improvement of the quality of foreign language education is necessary to achieve subject-learning outcomes for the development of graduates' pertinent communication strategies in foreign language communication in various social situations. The research purpose is to develop the communicative strategies (CS) in foreign language (FL) communication in university students with the help of an elaborated communication strategy training technology based on the linguocultural reflection. As main methods of this study a quantitative approach with a survey design were used. The article presents the main provisions of the FL learning process, which determine the effective formation of pertinent communication strategies in students in the FL education at the university. In a 16-week English as a Foreign Language course 197 learners of the experimental groups received CS training within the framework of a training technology designed for the purpose of the present research. Data analysis of pre- and post-test procedures used the following mathematical coefficients: average indicator (AI), efficiency coefficient (CE), absolute growth (G) and growth rate (Y). The findings revealed that participants in experimental groups, where the training technology was used, significantly outperformed the reference group as to the level of development of communication strategies.

Keywords: educational strategies, university students, foreign language communication, linguocultural reflection, educational technologies

INTRODUCTION

The competence paradigm in foreign language education within the framework of the Federal State Educational Standard of Higher Education of the third generation in Russia aims to form an intellectually independent personality with critical thinking, capable of being a subject of knowledge and self-development, fluently communicating in a foreign language for professional and academic purposes, and interacting with others in a multicultural environment using a variety of communication strategies (CS) for foreign language communication (Vasiljeva et al., 2019).

Given the Russian education system's commitment to entering the global educational space, there is a tendency to modernize foreign language learning in higher education. We are talking about the search for new technologies and teaching methods that realize the communicative and developmental potential of foreign language education and improve the quality of foreign language training. In this context, it is important for students to be able to communicate effectively, which implies the ability to reflect and identify the communication features in various linguistic cultures and the ability to choose and implement pertinent lingua-cultural communication strategies (Abdullayeva et al., 2020).

We have found only a few research papers considering theoretical aspects of teaching positive communication in foreign language learning (Gilleard & Gilleard, 2002; Gudykunst & Kim, 2003; Tunnikova & Karpova, 2013; Leontovich, 2015; Cheng & Lam, 2020). Therefore, the cited papers do not sufficiently discover practical ways of developing students' appropriate communicative strategies in the process of foreign language teaching, or suggest any special training technology addressing this issue. Thus, the relevance of this study is due to the need to develop technologies and methods for the development of appropriate communicative strategies of foreign language communication in students-future foreign language teachers studying according to the educational program specialization "The English language".

The purpose of this study is to develop the main provisions for the teaching process in a foreign language, which determine the effective formation of pertinent communication strategies in students in the foreign language education at the university.

According to the research purpose, the following research objectives were identified:

- To substantiate the linguocultural reflection principle as the basis for the development of pertinent communicative strategies for foreign language communication in students in the foreign language education at the university;

- To develop a special communication strategies training technology as a systemic set of stages, forms, means, techniques and activities ensuring the development of pertinent communication strategies based on linguocultural reflection in students – future foreign language teachers;

- To conduct experimental training in order to identify the effectiveness of the elaborated technology for the development of communicative strategies in foreign language communication based on linguocultural reflection and analyze its results.

Literature Review

This article is based on research in the field of cultural linguistics and intercultural communication by Byram (2020), Khukhlaev et al. (2020), Deardorff (2006), Jackson (2019), Hoffman & Verdooren (2019), Gudykunst and Kim (2003), Riabtseva (2020), Holliday (2013), Emelyanova & Voronina (2020). As noted by the above authors, the issues of the effectiveness of intercultural communication and the formation of intercultural communication competence are of particular significance in an era of close convergence between languages and cultures. Positive communication (according to Leontovich (2015)) is an interaction based on positive emotions for mutual understanding and sharing rewarding experience with all participants, that is, the most desirable form of communication (Leontovich, 2015). Analyzing the relationship between language, culture, and identity, Noels et al. (2011) emphasize the importance of communicants having a certain cultural awareness and strategies of verbal and non-verbal behavior for successful intercultural communication. Defining sociocultural competence, Swallow (2020) singles out the following components in it: awareness of one's own culture (system of values and their expression by means of a language), the ability to evaluate another culture in the same parameters and the ability to consider the interlocutor's cultural norms in intercultural communication (including business communication). A similar opinion is shared by Voevoda (2020), who sees the reasons for language barriers and communication failures in students in a multicultural educational space related to the absence of awareness of the cultural and ethnic specifics in both students and the teacher.

In this work, we follow Anna Wierzbicka's point of view about the presence of a certain set of general cultural norms in each culture, norms that are quite specific and can be expressed as explicit culturally determined scenarios. So, A. Wierzbicka points out that 1) people speak differently in different societies and in different linguistic communities; 2) these differences are profound and systemic; 3) they reflect different cultural values, or at least different hierarchies of values; 4) the difference in the ways of speaking and the difference in communication styles can be explained in terms of independently established different cultural values and cultural priorities (Wierzbicka, 2006).

The above provisions suggest that when modeling the types of communicative situations, the linguocultures' divergent features should be considered and we need to understand that the types of communicative situations cannot be basically universal. A communicative norm in one linguistic culture may not correspond or even contradict the communicative norms of another linguistic culture. Politeness strategies and mechanisms have their own cultural specifics and are manifested in different ways in different cultures (Cheng & Lam, 2020; Larina, 2015; Locher & Larina, 2019), while knowledge of the peculiarities of language use, regarding the social and cultural context, plays a vital role in the choice of linguistic means (McConachy, 2017; Nazarova & Pesina, 2016; Mohammadi & Izadpanah, 2019). The difference in the linguistic pictures of the world shows itself not only in the choice of lexical and grammatical means, but to a great extent, in linguocultural communication strategies. A strategy is usually

understood as a plan determined by a specific purpose and carried out in stages as an algorithm (Aghajani & Gholamrezapour, 2019).

In our research, we follow the definition suggested by Tunnikova & Karpova (2013), who understands the linguocultural communication strategy as the means of generating meaning in common communicative situations specific to a particular linguistic culture. Therefore, mastering the ways of generating meaning as ways of organizing understanding makes it possible to interpret communicative acts as acts of understanding carried out at different levels of reflection.

In the philosophical and psychological literature, reflection is considered as a form of human activity of a socially developed person, aimed at understanding all their own actions and their laws; reflection is the activity of self-knowledge, revealing the specifics of the spiritual world of man (Alekseev, 2002; Stepanov & Semenov, 2005). Linguistic reflection has a direct impact on the choice of pertinent linguistic forms for the organization of effective foreign language communication (Baryshnikova et al., 2018).

In the context of the development of communicative strategies of students' foreign language communication by means of a foreign language, the processes of reflection and self-reflection contribute to the identification and awareness of differences and similarities in the studied linguocultures and the choice of proper speech behavior and the ability to self-control, which underlies the students' conscious desire for knowledge and self-development. According to the methodology by Shchedrovitsky (2005) and the Tver school of philological hermeneutics by Bogin (2001), reflection is understood as a link between a new epistemological image and an individual's experience. Based on this provision, Tunnikova & Karpova (2013) believes that in the process of communication, the communicant relies on reflexive acts typical of their linguistic culture. Therefore, a set of reflexive acts specific to a particular linguoculture in some common communicative situations is an expression of specific linguocultural strategies.

Various approaches to solving the problem of developing sociocultural competence are presented in the works of foreign and Russian methodologists. Gilleard & Gilleard (2002) considers the formation of cross-cultural communication skills to be the main task, while Rabab'ah (2016) offers communication training courses aimed to form strategic competence and oral communication skills. The works by Galskova et al. (2018), Millrood & Maximova (2016), Ter-Minasova (2015) and others emphasize the formation of a linguocultural personality, who realizes his belonging to a certain linguoculture, understands and accepts other cultures as equivalent, and has the ability to interact with representatives of other linguocultures.

The problems of formation of capability to manage the dynamic ratio of socio-cultural knowledge and skills and communication skills in future professional activity are considered in the works by Makhmutova et al. (2018), Ariyan & Pavlova (2019), Konopatskaya & Fakhrutdinova (2015), Vetrinskaya & Dmitrenko (2017), Pesina et al. (2019), Savva (2017), Saygushev & Vedeneeva (2017), which result in a conclusion about the importance of using various forms of socio-psychological training, modules of intercultural communication for the development of students' communicative and

reflexive abilities and their intercultural competence, for instance: the ability to listen and interact with the interlocutor, determine the cultural specifics of communication with the interlocutor, foresee verbal behavior consequences, properly assess the verbal and non-verbal behavior components, understand the logic of the development of communication situations, etc.

Despite the rather active development of some aspects of the problem regarding the development of students' communicative and reflexive abilities in higher education, one can hardly talk about the existence of a holistic approach to its solution. The existing practice of teaching foreign languages at the university allows stating that the solution to the methodological aspect of the problem is far from being completed in theory and practice. Because of foreign language education at the university, students acquire a certain amount of linguistic knowledge and skills, while they experience difficulties in choosing the pertinent communication strategies of foreign language communication and appropriate speech behavior, allowing them to interact with a foreign language interlocutor at the level of a cross cultural dialogue. Thus, the foreign language education lacks its main advantage, i.e., providing conditions for the full socialization of the student's personality. In order to overcome these shortcomings and turn foreign language education at the university into the process of forming a true subject of intercultural communication, significant adjustments are urgent, in particular, promoting the development of students' communicative strategies based on the activation of linguocultural reflection while mastering a foreign language.

Therefore, in our opinion, the main provisions of the foreign language learning process, which determine the effective formation of pertinent communication strategies in students in the foreign language education at the university are as follows:

The development of relevant communicative strategies in university students will be effective, if the following guidelines are implemented in the foreign language (FL) educational process:

- The linguocultural reflection principle, as a comparative co-study of a foreign language and a native lingua-culture, a comparison of similar or different communication strategies, and the formation of skills for critical comprehension of these linguocultural divergences, functions as the basis for the development of pertinent communicative strategies for foreign language communication in students in the foreign language education at the university;

- A specially elaborated communication strategies training technology (CS training technology) acts as a systemic set of stages, forms, means, techniques and activities ensuring the development of pertinent communication strategies based on linguocultural reflection in students-future foreign language teachers.

METHOD

Research design

Discussions of the nature of linguocultural reflection, and how we can understand its effect on the non-native speakers' choice of pertinent communicative strategies

inevitably lead to discussions of appropriate methodology. Although there has been a marked increase in qualitative research, across the disciplines, intercultural communication research has tended to rely on quantitative data, collected primarily through survey methods and, less often, experimental methods (Larina,2015).In our paper, we apply the following research methods: theoretical methods: analysis, interpretation, and generalization; empirical methods: scientific survey, testing, expert assessment and scaling for obtaining and presenting research results. Testing and expert assessment (Millrood & Maximova, 2016; Makhmutova et al., 2018; Pavlova et al., 2019b) were chosen, as they give the opportunity to objectively assess the level of development of relevant communicative strategies used by students in foreign language communication (in dialogues, interviews, role-playing, simulations, etc.). Scaling (Savva, 2017; Pavlova et al., 2019a) allowed us to rank students according to their level of performance during the educational experiment. Statistical methods allowed us to process and interpret the results, using mathematical techniques.

Samples

The educational experiment regarding the change in the level of development of communication strategies of foreign language communication in Russian students-future English teachers, enrolled in the field of pedagogical education, majoring in the English language, was implemented in Nosov Magnitogorsk State Technical University. The experiment was held through the 1st semester (16 weeks). All the chosen students had approximately the same level of language performance and communication skills, as all of them were in their third year of studying the English language and received the same normal course of Solutions Pre-Intermediate (Falla & Davies, 2017). The level of the development of students' communication strategies was also practically the same.

As we wanted to find out the impact of the suggested training technology on the level of CS development, we decided to make three experimental groups in order to make sure that the changes are not accidental, and one control or reference group for comparison. Three experimental groups were identified as experimental group 1 (EG-1) (number of students – 49); experimental group 2 (EG-2) (number of students – 50) and experimental group 3 (EG-3) (number of students – 48) with a total number of 147 people in 3 groups, in which experimental training was carried out on the basis of the normal course of Solutions Pre-Intermediate (Falla & Davies, 2017), also using the developed communicative strategy training technology, and one reference group (RG) (50 people), which received only a normal English course on the basis of current teaching aids of the English language, namely Solutions Pre-Intermediate (Falla & Davies, 2017) without the use of the proposed CS training technology.

Procedure and Data Analysis

In a 16-week English as a Foreign Language course the experimental groups received communication strategies (CS) training within the framework of the training technology designed for the purpose of the present research, whereas the reference group received only the normal communicative course using Solutions Pre-Intermediate (Falla & Davies, 2017), with no explicit emphasis on communication strategies. The communication strategies targeted included acquaintance, request, refusal, apology,

saying good-bye, appeal for help. Pre- and post-test procedures were used to find out the effect of the training technology on the development of pertinent communicative strategies in students. The effect of the training was assessed by pre- and post-test speaking test scores.

We suggest that the CS training technology, ensuring the development of pertinent communication strategies in students, which we elaborated in the framework of this study, should consist of the following components: a section that teaches cross-cultural self-awareness; a section that addresses specific linguocultural strategies typical of the English culture; a section that teaches how to avoid or resolve conflicts in communication. Each section has a set of communicative language activities which are focused on practicing the appropriate communicative skills and communicative strategies.

The suggested technology consisted of a four-phase instructional sequence: (1) preparatory culture awareness raising;(2) analytical and reflexive;(3) communicative and activity-based; and (4) monitoring and correctional. Let us briefly describe the content for each phase.

Phase 1. Preparatory culture awareness raising phase is intended to expose students to the communicative situation, which implies knowledge and consideration of the communicative act parameters and the situation as a whole, namely: taking into account the communicants with their objective and subjective linguistic and practical knowledge and experience, background knowledge, goals, social roles, and the current communicative situation. Students are also offered audiovisual information for familiarization and perception, representing the communicative situation to obtain comprehensive information about the communicants' speech and non-speech behavior in a specific communicative act.

Phase 2. Analytical and reflexive. During this phase linguocultural reflection is carried out, implying a detailed lingua-semantic analysis, the definition of linguistic, logic and semantic, and compositional features of the implementation of lingua-cultural communication strategies in this communicative interaction, and the ways of implementing the participants' communicative goals in foreign language communication.

Phase 3. The communicative and activity-based phase is intended to train students to choose common language means for expressing a certain communicative intention and the adequate implementation of communicative strategies in foreign language communication in the proposed communication situation, regarding all its social factors. We selected the following communication strategies of "acquaintance", "request", "refusal", "apology", "saying goodbye", "appeal for help" as the most typical communicative strategies, as they cater for the most typical functions of communication. At this phase different communicative language activities were developed, used and practiced by the students of experimental groups to help them maintain the conversation and negotiate meaning. For this purpose we have designed the following interactive communicative language activities aimed to develop adequate communication strategies

based on lingua-cultural reflection: 1) activities for mastering the functions of verbal communication; 2) activities for developing the verbal interaction skills; and3) activities for developing communication empathy.

This practice was done in pairs, groups, role plays and other game-like activities. The following example can illustrate these communicative language activities:

1) Communicative strategy "Request".

*Activity1.*Study the following information about how English people make requests and be ready to do the exercises

There are many English phrases you may use to ask somebody for something, or ask somebody to do something for you. The word choice depends on: 1) difficulty, urgency or wish to do the task; 2) who you are; 3) who the interlocutor is.

When speaking with your close friends you may use the following phrases:

– Hey, I need some change for the phone.

– Oh, dear, I haven't got any change/ I don't seem to have any change with me.

You may also use tag questions:

– You haven't got this book, have you?   /   – You can help him, can't you?

When speaking with friends the English tend to use imperatives, however they prefer to add "please" (the so called "please-form imperatives").

– Please, give me this book.   / – Give me this book, please.

When *the English don't want to be especially polite, they avoid using direct requests.* They don't say "I want to know exactly…", instead of it they use "I was wondering/thinking if…" The most important in the request is not the words as they are, but polite intonation characteristic of the English.

Phrases to make requests:

Could/Would/Will you (do smth), please? / I wonder if you could (do smth).

Do/Would you mind (doing smth), please?

Won't you (do smth), please? (warm request)

Phrases to react:

Yes, certainly (formal). /Yes, of course (formal) / OK.

I'm afraid/ I'm sorry I can't (polite, semi-formal) / No, I can.t (abrupt)

Activity 2. a) Look through the conversation to find out what Mrs Young is asking the receptionist for:

Receptionist: Yes, Mrs Young?

Mrs Young: I wonder if you could tell me something. I wanted to know exactly when Mr Smith booked his room at the hotel.

Receptionist: Mr Smith? Now let me just have a look.

b) Now answer the following questions:

1) Is Mrs Young especially polite? If so, then why? 2) Do you think she could just say "I want to know exactly when Mr Smith booked his room at the hotel?" If not, explain why? 3) What do you think makes her use "I wanted to know exactly when Mr Smith booked his room at the hotel?" 4) Do you think it's more polite to say "I wanted…", "I was thinking", "I was wondering" instead of "I want…", "I wonder…", etc.?

Activity 3. Ask one of your fellow-students to do these things:

1) Move side so that your friend and you could sit together; 2) open the door, it's rather stuffy in the classroom; 3) move his/her chair; 4) open the window half-way;

Activity 4. Make up short conversations in the following situations. Ask people to do things for you in varying degrees of politeness.

1) You have borrowed a disk from a friend months ago, and now he's asking you to return it. Promise apologetically to do so. 2) Your friend and you are at the airport. You need your friend's help in a number of ways: with the luggage, checking in, flight information. Ask him to do these things with varying degrees of politeness.

Sample activities were elaborated and suggested for each common communicative situation (acquaintance", "refusal", "apology", "saying goodbye", "maintaining a conversation", "business meeting", and "exchange visit"). The ultimate goal of these activities was to show the learners cultural differences and teach them to choose and employ pertinent communicative strategies.

Phase 4. Monitoring and correctional. At this phase speech acts, performed by the students in dialogues, interviews, discussions, are analyzed from the point of view of their adequacy to the communicative goal, the type of the communication situation, the correctness and conformity of the language presentation, the socio-cultural acceptability of the students' speech and non-speech behavior. If some inadequacies and mistakes are found, additional CS instruction is given to the students to correct their verbal and non-verbal behavior. This is also a self-reflection phase, where the students of experimental groups, who have departed from the same level of communicative strategies at the beginning of experimental teaching, can become aware of a certain change in their communication strategies and the level of their development.

Experimental groups received the normal communicative course using Solutions Pre-Intermediate (Falla & Davies, 2017) and in addition the communicative strategies instruction. A great deal of emphasis was placed on teaching cross-cultural self-awareness and specific linguocultural strategies. The students learned to differentiate various communicative styles, to choose the pertinent communication strategies of foreign language communication and appropriate speech behavior.

The experimental training in experimental groups (EG-1, EG-2, EG-3) was carried out on the basis of the elaborated technology aimed to develop communication strategies based on linguocultural reflection with the wide use of dialogues, interviews, role-playing, simulations, problem-solving tasks, discussions, etc. The students of experimental groups received a special strategy instruction module "Speaking strategies of the British people in various communication situations". Within its framework EG-1, EG-2, EG-3 students got acquainted with the sociocultural and political realities of the target language country, the peculiarities of speech behavior of native speakers in comparison with the specifics of speech behavior in their native culture, reflected on the cultural differences, made a choice of a pertinent communicative strategy and integrated their knowledge and skills acquired when communicating with one another in communicative language activities.

Therefore, in the reference group (RG) we did not use the suggested CS training technology, and the students of the reference group received only the normal communicative course using Solutions Pre-Intermediate (Falla & Davies, 2017), with no explicit emphasis on communication strategies. Students of the reference group also took part in dialogues and role plays, but no special communicative strategies instruction or communicative language activities, ensuring awareness of cultural differences and different communicative styles, were offered. So, the learners in the reference group (RG) mainly relied on their intuitive choice of the language forms in different communicative situations rather than on linguocultural reflection or cultural awareness.

Instrument and Survey

The teachability and effectiveness of the elaborated communication strategy training technology was assessed using two instruments. All the students were asked to do the IELTS speaking test (Hashemi & Thomas, 2011) before and after the experimental teaching to see if their communication strategies changed. We assessed the students' oral production only in regard to the adequate choice and employment of pertinent communication strategies. For this purpose we used scaling. As we have not found any special measuring tool to meet our needs, we had to work out an assessment scale and descriptors on the basis of Common European Framework of Reference: Learning, teaching, assessment (Council of Europe, 2001). To objectively assess the level of development of pertinent communication strategies of foreign language communication in students, the following criteria were determined:

- The ability to choose an appropriate communication strategy according to the type of communicative situation in foreign language communication;

- The ability to choose conventional language means, considering the social context of the communicative situation in foreign language communication;

- The ability to use speech etiquette formulas.

To assess the criteria manifestation, we identified the following levels: low, medium, and high; and worked out descriptors (Table1) for the convenience of assessment.

To obtain a holistic view of the measurement results, we ascribed a score to each descriptor and used them for assessing the dynamics of changes in the level of development of students' communicative strategies. Each criterion was assessed on a scale from 0-3. The maximum number of points that a student can receive by the sum of 3 components is 9, the minimum is 0.

So, low level corresponds to 0-3 points, medium – 4-6 points, high – 7-9 points (see Table 1).

Table 1
Criteria for assessing the level of development of students' communication strategies

Quality point	Criteria		
	The ability to choose a communication strategy according to the type of communicative situation	The ability to choose conventional language means, considering the social context of the communicative situation	The ability to use speech etiquette formulas
3	A student fully demonstrates the ability to adequately choose a communication strategy according to the type of communicative situation	A student is fully able to adequately choose the conventional linguistic means, considering the social context of the communicative situation	A student knows in full how to use the speech etiquette formulas
2	A student sufficiently demonstrates the ability to adequately choose a communication strategy according to the type of communicative situation	Basically, a student adequately chooses the conventional linguistic means, considering the social context of the communicative situation in foreign language communication, allowing for some inaccuracies in the choice	A student basically knows how to appropriately use the speech etiquette formulas, allowing for some inaccuracies
1	A student occasionally demonstrates the ability to adequately choose a communication strategy according to the type of communicative situation	A student occasionally chooses conventional language means to the point, considering the social context of the communicative situation, allowing for significant inaccuracies in the choice	A student sporadically uses speech etiquette formulas to the point, allowing for significant inaccuracies
0	A student lacks the ability to adequately choose a communication strategy according to the type of communication situation	A student has no ability to adequately choose conventional language means. A student misinterprets the social context of a communicative situation	A student has no ability to adequately use speech etiquette formulas

At the preliminary stage, a pre-test assessment was carried out, measuring the level of development of students' communication strategies.

The assessment in conformity with the elaborated scale was performed in the process of students' foreign language communication, when they performed the IELTS speaking test. Then the number of students at low, medium, and high levels of development of communication strategies was determined in percent in experimental groups (EG-1, EG-2, EG-3) and reference group (RG). Then the experimental teaching was carried out in experimental groups (EG-1, EG-2, EG-3), using the proposed communication strategy training technology.

At the end of experimental teaching, at the evaluation stage, the end-of-experiment measurements were carried out in the experimental groups, which showed qualitative and quantitative changes in the studied criteria. In the reference group the same measurements were taken to reveal insignificant change in the RG students' level of communication strategies. The analysis of these changes is presented below.

FINDINGS

The results of scientific testing of all the students at the beginning (B) and the end (E) of the experiment on the basis of the elaborated scale are presented in Table 2. The analysis of measurements of the beginning-of-experiment assessment (Table 2) showed that, on average, at the beginning of the experimental training, the experimental and reference groups were approximately equal regarding the level of development of appropriate communication strategies (on average the low level was 31.5%, the medium level was 51.7%, and the high level equaled to 16.7%).

Regarding the qualitative characteristics, we found out, that at the beginning of the experiment, before the start of the special training the students of the experimental groups (EG-1, EG-2, EG-3) and those of the reference group (RG) revealed rather imperfect skills in choosing pertinent communication strategies and the corresponding common linguistic means of their implementation. The speech etiquette formulas, which were used, did not differ in variety. Furthermore, typical mistakes were as follows: inability to maintain emotional contact with the interlocutor, end a conversation, use politeness strategies, and vary verbal behavior depending on social factors of the communicative situation. We attribute it to the students' ignorance of specific communication strategies of the target culture. Therefore, these data proved the relevance of this research and the necessity to develop and carry out the communication strategies training technology aimed at developing appropriate communication strategies in students on the basis of linguocultural reflection.

At the end of the experimental teaching we again assessed the number of students at low, medium, and high levels of development of communication strategies in experimental groups (EG-1, EG-2, EG-3) and reference group (RG). These results are also presented in Table 2 and can be easily compared with the results of the beginning of the experimental teaching.

Table 2
Changes in the level of development of communication strategies in foreign language communication in groups during experimental training

| Groups | Results of experimental training | | | | | | Number of students in a group |
| | Low level | | Medium level | | High level | | |
	number of students	%	number of students	%	number of students	%	
EG-1 (B)	16	33	25	51	8	16	49
EG -1 (E)	6	12	25	51	18	37	49
EG-2 (B)	16	32	26	52	8	16	50
EG -2 (E)	6	12	25	50	19	38	50
EG -3(B)	15	31	25	52	8	17	48
EG -3(E)	5	10	24	50	19	40	48
RG(B)	15	30	26	52	9	18	50
RG((E)	14	28	27	54	9	18	50

Table 2 and Figure 1 demonstrate the results of experimental learning in dynamics (beginning-end) regarding the level of development of communication strategies in foreign language communication in students. EG = Experimental Group, (B) = Beginning of experiment, (E) = End of experiment.
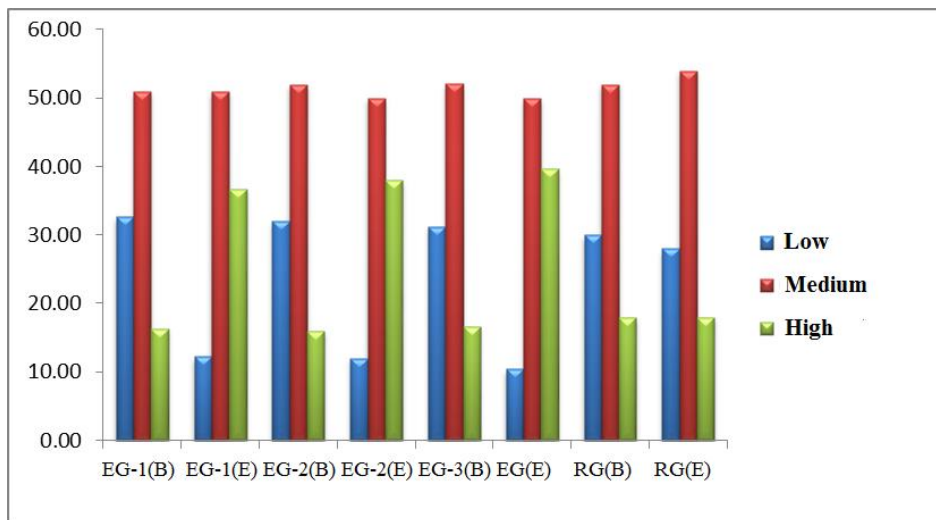

Figure 1
Dynamics of the level of development of communication strategies in foreign language communication in groups during experimental training

It is worth noting that in the experimental groups at the end of the experimental training in the final testing, the number of students at a high level of developing communication strategies increased significantly, and averaged 38%. Overall, 50.3% of students remained at the average level, 11.3% of students remained at a low level. The comparison of these data showed that, on average, the number of students in experimental groups EG-1; EG-2; EG-3 with a high level of development of communication strategies increased 2.4 times and decreased 2.9 times at a low level. Interestingly, that the level of development of communication strategies in EG-3 is a bit higher than in EG-1; EG-2 (at the end of the experiment the number of students at a low level in EG-3 decreased 3,0 times, whereas in EG-1and EG-2 – 2,6 times). These results could be explained by the purposeful use of self-reflection portfolios only by EG-3 students, where they continuously analyzed and fixed the obtained level of CS development.

Nevertheless, the data in the reference group (RG) changed insignificantly at the average and low levels. The comparison of the obtained data in the experimental groups and the reference group shows that the number of students in RG with the low level of communicative strategies development is almost 3 times more than in EG-1; EG-2 and EG-3. Actually, in RG the number of students at a high level remained unchanged and it is 2 times less than in EG-1, EG-2 and EG-3 respectively. So, there is a considerable difference between the students' level of communicative strategies development in favour of the experimental groups. This difference can be attributed to the use of CS training technology in EG-1, Eg-2 and EG-3 during the experimental teaching.

The students of the experimental and reference groups showed almost the same results in the development of knowledge related to the language aspects (grammar and vocabulary). However, a qualitative assessment of the level of development of skills revealed that the RG students experienced difficulty in using contact-establishing or contact-supporting elements, using speech etiquette formulas, and choosing adequate common language means to implement communicative strategies. RG students were more rigid in communication, their utterances were too straight-forward and sometimes sounded a bit rude and provoked misunderstanding between the communicators.

Meanwhile, the students of experimental groups demonstrated skills of choosing the appropriate communication style and communicative strategies and proper verbal and non-verbal behavior. This effect can be explained by the purposeful application of the elaborated communicative strategies training technology aimed at the development of pertinent communicative strategies in students in the process of foreign language communication.

Besides, the experimental teaching showed that the use of authentic texts of various genres on intercultural issues, films and stories representing situations of collision and conflict of systems of cultural values and various communicative styles of behavior can be recommended as a way of developing effective communication strategies. The motivation of education is due to the fact that while listening or reading a text, along with the reproductive task (reproducing information), a verbal and cogitative task is solved (identifying a socio-cultural problem, determining cultural values, and choosing

an effective communication strategy based on linguocultural reflection in this type of communicative situation).Communicative language activities and techniques for the development of effective communication using authentic texts for reading, audio texts, and films on intercultural issues actualize linguocultural reflection and provoke the search for intercultural consensus in experimental groups.

Table 3 shows the changes in the mathematical coefficients in the groups when evaluating the effectiveness of the experimental teaching regarding the level of development of pertinent communicative strategies.
We used the following mathematical coefficients: average indicator (AI), efficiency coefficient (CE), absolute growth (G) and growth rate (Y) (Haig,1996).

Table 3
Dynamics of changes of mathematical coefficients during the experimental training in assessing the levelof development of pertinent communication strategies in foreign language communication in groups

Mathematical coefficients	Groups							
	EG-1		EG-2		EG-3		RG	
Average Indicator (AI)	1,84	2,24	1,84	2,26	1,85	2,29	1,88	1,90
Absolute Growth of Average Indicator (G of AI)	0,41		0,42		0,44		0,02	
Efficiency Coefficient (CE)	0,98	1,18	0,98	1,19	0,99	1,21	-	-
Absolute Growth of Efficiency Coefficient (G of CE)	0,20		0,21		0,22		-	
Growth Rate (Y)	1,22		1,23		1,24		1,01	

The presented data show that the value of the absolute growth for the average indicator (G of AI) is the largest in EG-3. It was 0.44, which is 0.03 and 0.02 more than in the EG-1 and EG-2 groups, respectively, and 0.42 more than in the RG (reference group).

It is obvious that this significant difference between experimental groups and the reference group is due to the application of CS training technology in EG-1; EG-2; EG-3. Without a special CS training technology students of RG have little understanding of the cultural differences in communication styles of studied cultures, to a lesser extent are able to choose proper communicative strategies, only occasionally show the ability to manage their speech behaviour considering social context.

So, the given data allow concluding about the effectiveness of the proposed communication strategies training technology, which was applied in experimental groups for the development of pertinent communicative strategies in foreign language communication based on linguocultural reflection in foreign language education at the university.

DISCUSSION

In conformity with the research purpose we suggest that linguocultural reflection acts as the basis for the development of pertinent communicative strategies for foreign language

communication in students in the foreign language education. Let us consider these propositions in more detail.

1.In this research special emphasis is given to the principle of linguocultural reflection, which means a comparative co-study of a foreign language and a native lingua-culture, a comparison of similar or different communication strategies that manifest themselves in each individual lingua-culture as standard reflexive norms, and the formation of skills for critical comprehension of these lingua-cultural divergences. This conclusion relies on Wierzbicka's view (2006) about different cultural values determining different communicative strategies in each linguoculture. In the course of the present research, perceiving other, considered cultures through the prism of their own culture, students learn to see differences and similarities in co-studied linguocultures, develop the ability to perceive and understand the phenomena of a different mentality, and compare them according to their own worldview and sociocultural experience. These propositions are in line with Noels et al. (2011) conclusions that successful intercultural communication between the communicators is due to their increased cultural awareness and proper verbal behavior. This finding also confirms with Swallow (2020), Locher & Larina's (2019), which assert that awareness of one's own culture and consideration the interlocutor's cultural norms in intercultural communication ensures positive communication. Moreover, these propositions concur with Leontovich (2015) and Voevoda's (2020) view that communicative strategies awareness and proper use will ease the intercultural communication and help prevent communication failures.

According to McConachy (2017), Nazarova & Pesina (2016) linguocultural reflection is inextricably linked to the development of critical thinking as a purposeful act of a person's cognitive activity, in which judgments are questioned, arguments are checked, and their own deductions are formulated. In the present research the principle of linguocultural reflection, implemented in teaching pertinent foreign language communicative strategies, ensures the individual's ability to distinguish and reflectively assess cultural values and different communication styles. Students increase the ability to effectively negotiate meaning, and ultimately preserve their cultural identity and cultural uniqueness. This lends support to Tunnikova & Karpova (2013) who suggest that communicative acts should be interpreted as acts of understanding carried out at different levels of reflection.

2.The second research objective is connected with the development of communication strategies training technology aimed to organize and model foreign language communication between non-native communicants based on the principle of linguocultural reflection. The communication strategies training technology is presented as a systemic set of stages, forms, means, techniques and activities ensuring the development of pertinent communication strategies based on linguocultural reflection in students-future foreign language teachers.

In the present research the elaborated CS training technology consists of the following components: a four-phase instructional sequence: (1) preparatory culture awareness raising; (2) analytical and reflexive; (3) communicative and activity-based; and (4) monitoring and correctional; 3 sections that teach cross-cultural self-awareness; specific

linguocultural strategies typical of the English culture; and ways to avoid or resolve conflicts in communication; a set of communicative language activities which are focused on practicing the appropriate communicative skills and communicative strategies.

The communication strategies under investigation are of vital importance for future foreign language teachers. According to Makhmutova et al. (2018), Konopatskaya & Fakhrutdinova (2015), Pesina et al. (2019), Savva (2017), Saygushev & Vedeneeva (2017), it is necessary to form productive foreign language skills and communicative abilities in foreign language teachers, allowing them to become genuine subjects of intercultural communication. Communication strategies awareness has a positive influence on the accuracy and fluency of speech, which is in line with Baryshnikova et al. (2018).

Thus, the communication strategies training technology developed by us is aimed to expand students' speech skills, enabling them: to enter into communication (with an acquaintance/a stranger, with people of different social status); to support communication (listen and hear the interlocutor); to complete communication (express satisfaction with the communicative act and not offend the interlocutor); to consider the components of the situation (interlocutors' personal experience, interests, worldview, and status); to predict the result of voicing your opinion; and develop speech etiquette skills. These findings are in line with those of Ariyan & Pavlova (2019), Galskova et al. (2018), Millrood & Maximova (2016), Ter-Minasova (2015), Vetrinskaya & Dmitrenko (2017). This CS training technology ensures the mastery of effective communication strategies in various communicative situations, develop linguocultural observation, and is aimed to develop students' ability to overcome communication problems in new communicative situations. Due to the application of communicative strategies training technology in our experimental teaching students enriched their individual picture of the world with various manifestations of other cultures, assimilated through the language acquisition, and expanded their communicative strategies of foreign language communication.

3.The results of the experiment treatment on reflection, which is the third research objective, amply prove the effectiveness of the suggested technology. As far as the impact of the CS training technology on students' communication strategy employment is concerned, the results of the final speaking test at the end of the experimental teaching reveal significant differences between the experimental and reference groups in favor of the experimental. This indicates that the experimental groups participants used communication strategies more effectively when communicating in English. They effectively used communication strategies, when they wanted to make an acquaintance, a request; to give refusal or apology; to maintain the conversation, to appeal for help. The present research findings concur with Rabab'ah (2016), who suggests a communication strategy training programme and comes to the conclusion that it has a positive impact on oral communicative ability.

It is worth noting that students of experimental groups in the process of analysis and reflection tried to penetrate into another interlocutor's thoughts and feelings, compare

and take into account the values of both cultures, and identify effective communicative strategies of foreign language communication in order to achieve mutual comprehension and successfully achieve the communicative goal.

CONCLUSION

To sum up, the following conclusions can be drawn:

1. The principle of linguocultural reflection serves as the basis for the process of foreign language learning   and means a comparative co-study of a foreign language and a native linguoculture. It ensures students' ability to detect and comprehend similar or different communicative strategies that manifest themselves in each individual linguoculture as standard reflexive norms, and to consider them in foreign language (FL) communication. The proposed communication strategies training technology has significant impact on the increase of students' cultural awareness and enables the formation of pertinent strategies of verbal and non-verbal behavior in FL communication, which leads to effective language acquisition. Data analysis prove the effectiveness of the proposed communication strategies training technology, which was applied in experimental groups. The absolute growth for the average indicator (G of AI) is the largest in EG-3 (experimental group 3). It was 0.44, which is 0.03 and 0.02 more than in the EG-1 and EG-2 groups, respectively, and 0.42 more than in the RG (reference group). This significant difference between experimental groups and the reference group is due to the application of CS training technology in EG-1; EG-2; EG-3.

2. The novelty and the practical importance are realized in developing a communication strategies training technology for the elaboration of communicative strategies in foreign language communication in students, based on lingua-cultural reflection. The proposed technology, aimed to master verbal communication functions and to develop the skills of verbal interaction, has confirmed its effectiveness and ensures the usefulness of the study. The findings of the present research have implications for language teachers, and syllabus designers. Teaching communication strategies help students to choose the appropriate style of speech behaviour when building an act of intercultural communication and effectively achieve their communication goal. The teacher's task is to provide students with the knowledge of communication strategies and the examples of how they work. These strategies should be integrated into EFL syllabi, so that students may be able to communicate effectively, which implies the ability to reflect and identify the communication features in various linguistic cultures and the ability to choose and implement pertinent linguocultural communication strategies in speech acts.

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