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КОМПАРАТИВИСТСКИЙ ПОДХОД К ИЗУЧЕНИЮ ПЕДАГОГИЧЕСКОЙ МЕНТАЛЬНОСТИ: ПРОФЕССИОНАЛЬНЫЕ СЛОВА АНГЛОВОРЯЩИХ ПЕДАГОГОВ

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Аннотация В статье раскрывается компаративистский подход к изучению педагогической ментальности учителей-носителей английского языка на основе американских и британских кинофильмов. Педагогическая ментальность как объект исследования находит отражение в специфике вербального поведения, а именно, речи педагогов-киногероев. Данный подход к изучению педагогической ментальности является новым и неразработанным. Поэтому целью работы выступает раскрытие особенностей профессиональных слов как подсистемы специальных слов, используемых педагогом-носителем английского языка. Предмет исследования – тематические группы профессиональных слов, используемые педагогом и связанные с другими видами деятельности. В соответствии с поставленной целью нами выявлены и проранжированы группы слов, тематически связанные с профессиональными словами, относящимися к другим сферам деятельности; описаны и обоснованы ключевые функциональные роли педагога. Полученные результаты позволяют совершенствовать систему профессиональной подготовки будущего преподавателя английского языка на теоретическом и практическом уровнях в единстве языкового и предметно-содержательного компонентов образования.

Ключевые слова: педагогическая ментальность, речь педагога, специальная лексика, профессиональные слова, тематические группы профессиональных слов

COMPARATIVE APPROACH TO THE STUDY ON TEACHER MENTALITY: INDUSTRY WORDS OF NATIVE ENGLISH-SPEAKING EDUCATORS

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Summary The article focuses on the comparative approach to the study on the teacher mentality of English language native speakers in American and British movies. The teacher mentality as the object of research manifests itself in the specifics of verbal behavior, particularly in the speech of teacher movie characters. The approach to studying teacher mentality referred to appears novel and not elaborated to a full extent. That's why the goal of the paper is to study the features of industry words as a subsystem of terminology used by a native English-speaking educator. The subject of research is the thematic groups of industry words used by a pedagogue which enter the industry words groups of other professional activities. In accordance with the goal of research groups of industry words that are thematically related to the industry words of some other spheres of activity are fixed and ranked; the key functional roles of an educator are fixed and grounded. The findings allow to better the English language teacher vocational training both at theoretical and practical levels by means of merging language and subject matter education.

Key words: teacher mentality, speech of an educator, special vocabulary, industry words, thematic groups of industry words

Introduction A study on the teacher mentality features in movies, particularly English language films, allows both to get acquainted with the practices of various pedagogical societies and their psycho-pedagogical culture which is apparent in speech, attitudes and values. English language films contribute to the formation of

intercultural competence, which involves the assimilation patterns of verbal and non-verbal behavior as a component of psychological and pedagogical culture of a teacher, thus providing the conditions for realizing the comparative approach [1]. The comparative approach to organizing the training activities by means of foreign language cinema texts involves the construction activities in the unity of professional, general pedagogical and cross-cultural components, that provides the immersion of a would-be teacher into the professional reality constructed on the basis of the comparative analysis of the native and foreign language teaching cultures and, thereof, adaptation of the foreign culture elements to one's verbal and non-verbal pedagogical behavior.

Goal of Research A teacher's speech is predetermined by the socio-psychological type of his personality, which includes relationships, experiences, skills, professional attitudes, motivation, values, especially the perception of professionally meaningful objects [2, p. 12]. Since educational activity is diverse, unpredictable and combines the practices of various professional realms, it is necessary to identify the lexis selection and use specifics. Therefore, the main goal of our paper is to study the industry words in the speech of native English-speaking teachers which appear to be a tool for their professional performance and pedagogical culture manifestation.

There are professional words which are conventionally considered to be part of special vocabulary, along with the terms. N. M Shansky claims that special vocabulary includes terms the distinguishing feature of which is preciseness and accuracy [3].

A. V. Kalinin suggests that terms refer to special vocabulary and highlights industry words as a subgroup [4]. The difference lies in the fact the "term" is a universally recognized codified name while the "industry word" is a "semi-official word" common in the colloquial speech of people entering different professional groups.

Special vocabulary consists of terms and industry words. Terms have a precise definition fixed in the dictionary; they are short, unambiguous, accurate and don't contain any emotional or evaluative and expressive color. Terms serve as the basis for the formation of industry words [5, p. 25] which are characteristic of informal communication. They don't have any definition attested and they are interpreted in terms of a certain educational situation.

Materials and Methods of Research The linguistic manifestation versatility of a teacher's industry words is broadly exhibited in American and British movies (in the speech of movie characters: educators, lecturers, tutors and others). The immediacy of communication results in the vivid and emotional evaluation of expressive nominations.

For identifying the functional and stylistic peculiarities of industry words we've resorted to the content analysis of the speech of 108 movie teachers working at schools of various types, holding different posts, with a certain social and educational experience, of different ages.

The study allowed breaking 2330 industry words and phrases into: 1) the words of unofficial professional vocabulary, synonymous with special terms within the same industry; 2) industry words having synonyms in other industries vocabulary.

Findings of Research and their Discussion The industry words from the thematic group "Politics" rank first. Politics is an art of communication and feedback organization, task implementation. In pedagogical discourse political words serve as an aid to achieve educational goals. They are complex, pompous, and solemn, especially if a teacher is trying to solve a non-standard educational situation. The content analysis of the movies "Scent of a Woman", "The Emperor's Club" et al. shows that this type of industry words use accounts for 25.83% ("*the standard*", "*on preserving the reputation of Baird*", "*the cradle of this country's leadership*", "*to collaborate*", "*a barrier*", "*it tarnished*", "*What's your position?*", "*the entire student body*", "*I have an arrangement*", "*a shift of applicants*").

The speech of a teacher is also characterized by a large number of casual words (21.88%). For example, in the movies “School of Rock”, “Finding Forrester” educators use common words relating to everyday life, thus, trying to be closer to students, reducing the age and psychological barriers between a child and an adult, a student and a teacher in various situations (“*keep it zipped*”, “*dude*”, “*buddy*”, “*baby*”, “*that smart-ass response*”, “*the goody-goody*”, “*Get out!*”).

The industry words related to the field “Psychology” (10.64%) rank third (“*Scent of a Woman*”, “*My Fair Lady*”, “*Thanks for the Memories*”). Psychology is an integral step in teacher education as he is learning to comprehend, pick out different approaches and ways of building up relationships with children, dealing with their behavior disorders: “*the gestalt*”, “*ignorance*”, “*terrified of the stick*”, “*it’s a symbol*”, “*extraordinary imaginative*”, “*open our minds*”, “*stereotypes*”, “*pun intended*”, “*verbal abuse*”.

The thematic group “Nicknames” ranks fourth and amounts to 6.99%. Nicknames usually reflect a most striking human trait. For example, Mr. Shneebly (“School of Rock”) used the following nicknames: Zack Attack, Posh Spice, Mr. Cool Spazzy, Mr. Gee, Blondie, Brace Face, Tough Guy. Using nicknames is a way of self-disclosure: a teacher may not only exhibit his love to kids while attempting to establish a warm and trusting relationship with students but he may communicate his ideas, thoughts and share the interest and hobbies with the students. It goes without saying that some nicknames may contain a negative connotation when teachers use them as a means of personal offence and public belittlement (“*Tinkerbell*”, “*Miss Dumbum*”, “*Our New Celebrity*”).

Medical vocabulary constitutes 6.69% and takes fifth place. Medicine is an area which is close to teaching. A teacher can become a therapist, a surgeon for students sporadically (a teacher often heals the hearts and souls of those in charge). By means of these particular words teachers diagnose the problem, communicate their ideas, excitement, anxiety, fear, elaborate on the ways of a child recovery (“*list of contraindications*”, “*untrammelled sight*”, “*a blistering headache*”, “*needle or blood*”).

phobia”, “*pretty infectious diseases*”, “*a symptom of the sickness*”).

Military words are in frequent use in English and American movies as well and rank sixth (5.17%). In connection with the long history of pedagogical wars and battles, pedagogical victories and defeats there is a high pedagogical necessity to make use of military vocabulary (“*you are a drill sergeant*”, “*veterans*”, “*parents up in arms*”, “*the occupants of those classrooms*”, “*triggers*”, “*the most powerful weapon*”). We fixed the most popular words such as a “fight” and a “struggle”. It can be concluded that educational activity is an eternal struggle for the right to teach and learn.

The thematic group “Philosophy” is also represented in the analyzed industry words (it ranks seventh and amounts to 4.86%). Most expressions used by teachers carry a deep meaning (both positive and negative). The teachers from the movies “Daddy Day Care”, “Mona Lisa Smile”, “About a Boy”, “Thanks for the Memories”, “The Bad Teacher” (“*a child is like a climbing vine*”, “*with structure to cling to and the right gardener to tend them they'll grow to the sky*”) ponder the ambiguity and complex nature of upbringing a child.

The industry words related to *Law* lexis rank eighth (4.25%). A teacher often has to act as a judge in conflict situations. Refereeing is a complex role requiring objectivity, patience, serenity, empathy, fairness and justice, the ability to listen to both the parties and to develop educational solutions. This group of the words in movies (“Scent of a Woman”, “Harry Potter”) helps create an official, tense atmosphere of an urgent need for decision-making in critical situations, assessing the students’ actions. The speaker-cum-teacher is particularly expressive, imaginative and emotional which goes in line with the specific features of the communicative purposes and the target audience (“*lawsuits*”, “*the custodians*», «*So, out of order!*”, “*Are you finished, Mr. Slade?*”, “*convene a special session*”, “*the entire student body*”, “*proceeding is concluded*”).

Economic words are indispensable for a teacher’s life (take ninth place) and amount to 3.04% (“School of Rock”, “Finding Forrester”, “Emperor's Club”).

Teaching is an art of management, and a teacher acts as a manager. Under certain circumstances a teacher is apt to display economic awareness, a business-like approach to the regulation of relations, enthusiasm and flexible ways (*“loitering students”, “the net efficiency of your performance”, “to chart the performance”, “to contribute”, “to handle certain matters”, “to deal with a decline in your performance”, “kinds of merchandise”*).

The thematic groups “Education”, “Music” and “Sport” take tenth, eleventh and twelfth places respectively with a total of 2.43%. The discussion of these topics is relevant in terms of educational issues for the purpose of modernizing teaching styles to better educational environment. This can be seen in the dialogues between fellow teachers in the movies *“The Sound of Music”, “School of Rock”, “Mona Lisa Smile”, “Men Teacher”* (*“told stories”, “a poster”, “maintain discipline”, “minds for molding”, “a low-level scholar”, “a disciplinarian”, “the door of learning”, “independent studying”*).

Music encourages people to unite, and that’s what a teacher from “School of Rock” lobbies for. Music helps create a certain emotional mood, an atmosphere of pedagogical communication, instilling a sense of confidence and cohesion. Therefore, a teacher cannot do without this learning tool in classroom (*“a singer”, “a tap dance”, “the magic of rock”, “Let’s rock, let’s rock today”, “clear as a bell”, “musical mixtures of sounds”, “the magical world of music”*). The use of the sports vocabulary in a teacher’s speech mirrors the desire and intention to achieve the tops in educational activity: *“a champion”, “skills do extend a bit farther than a basketball court”, “a foul”, “shoot fouls”, “a referee”, “compete”*.

The thematic groups “Family” (1.82%), “Religion” (0.6%), “Art” (0.6%), “Family” (0.3%) settled at the bottom of the teachers’ industry words ranking list (*“reticence”, “men of profound character”, “to bewitch the mind and ensnare the senses”, “to transfigure yourself into a pocket watch”, “a priest”, “be a buffoon”, “bids nothing good”*). These themes, particularly “Religion”, “Family”, are contradictory, ambiguous in a multicultural educational environment of English-

speaking schools. Due to the fact that English language classes are attended by students of various ethnic groups, religious, cultural and family traditions, teachers try to avoid discussing the above mentioned topics.

CONCLUSION The findings allow to suggest that the activity of a native English-speaking teacher incorporates a variety of roles: a judge, a doctor, a politician, a military man, a manager, etc. The functions of a teacher comprise a plethora of various professional practices that shape the specifics of a teacher's pedagogical culture and mentality – versatility. A teacher should be able to adjust and make timely decisions in an ever-changing educational environment. One of the facts of pedagogical activity is industry words. The analysis of American and British movies showed that a teacher's industry words are mostly represented by those of political vocabulary. It leads us to the idea that in his activities a teacher often has to act as a politician. The ability to be a diplomat, ambassador, and strategist is quite a subtle professional task associated with the ability to pick up more succinct, precise words aimed at building trust, conflict-free relations in pedagogical activity. The efforts to work out the constructive approach to solving educational problems are also seen due to the use of common words. The teacher resorts to simple, casual words in order to smoothen up acute conflict situations and lessen cognitive, communicative and psychological barriers. Thus, the specific activity of a teacher manifests itself in the verbal component at the level of industry words selection and use, which outlines the style of pedagogical communication and projects the peculiar characteristics of a teacher's mentality.

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