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Design of Teaching and Methodical Support for Foreign Language Training of Future Forensic Experts: Humanitarian-Anthropological Approach

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Abstract. Changing of socio-political conditions, as well as the risks and deficiencies revealed among young people of the current digital generation, make it necessary to review the aims of higher education and its methodological bases. The legally returned notion of "upbringing" in the system of formal education is organically supported by the application of the methodology of the humanitarian-anthropological approach, aimed at creating conditions for students to develop their personal and professional position, and their human potential. In pedagogical designing teaching and methodical support of professionally oriented foreign language training of future forensic experts as representatives of profession for serving people, the possibilities of realisation of humanitarian education are insufficiently studied and require additional examination. The aim of the study is to examine the theoretical aspects of the humanitarian-anthropological approach in order to identify its principle aspects significant for pedagogical designing didactic materials. The research was carried out via a special literature review, pedagogical observation, and synthesis of practical pedagogical experience. According to the results of the research, the author proposed and described some ways to implement the humanitarian component of foreign language training of future forensic experts in the process of pedagogical designing teaching and methodical support for the discipline "Foreign Language".

Keywords: teaching and methodical support, foreign language training, professional orientation of training, profession for serving people, humanitarian-anthropological approach

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Проектирование учебно-методического обеспечения иноязычной подготовки будущих судебных экспертов: гуманитарно-антропологический подход

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Аннотация. Возвращение на законодательном уровне понятия «воспитание» в систему формального образования органично подкрепляется применением методологии гуманитарно-антропологического подхода, нацеленного на создание условий для освоения обучающимися личностно-профессиональной позиции и раскрытия их человеческого потенциала. В области педагогического проектирования учебно-методического обеспечения профессионально



ориентированной иноязычной подготовки будущих судебных экспертов как представителей профессии служения возможности реализации гуманитаризации образования являются недостаточно изученными и требуют дополнительного освещения. Цель исследования – рассмотреть теоретические аспекты гуманитарно-антропологического подхода для выявления его принципиальных положений, значимых для педагогического проектирования дидактических материалов. Исследование проводилось методами анализа специальной литературы, педагогического наблюдения, обобщения практического педагогического опыта. По результатам исследования автором предложены и описаны способы реализации гуманитарного компонента иноязычной подготовки будущих судебных экспертов в процессе педагогического проектирования учебно-методического обеспечения дисциплины «Иностранный язык».

Ключевые слова: учебно-методическое обеспечение, иноязычная подготовка, профессиональная направленность обучения, профессия служения, гуманитарно-антропологический подход

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Introduction

Pedagogical designing teaching and methodical support for professionally oriented foreign language training of future forensic experts is initiated by the pre-design stage, when the diagnosis of reality and the subsequent determination of goal orientations influencing the methodology choice are carried out. Today, among the significant factors in designing teaching and methodical support we should identify not only the need to develop professional knowledge, skills and abilities of students, but also the most important fact of changing of socio-political conditions, as well as the increasing importance of professional upbringing.

We consider the concept of "teaching and methodical support" in the context of the theory of professional education. Its founders, S.Y. Batyshev and A.M. Novikov, emphasise that the technological (or even technocratic) preparation of a student for future work activity, when the graduate is viewed from the point of view of economic efficiency as a competent "working force", should be supported by a person's understanding of the value of the chosen profession, usefulness for society; as well as contribute to his/her personal development [Encyclopaedia, 1998]. The importance of students' in-depth understanding of the value bases of profession choice is justified by representatives of the humanitarian-anthropological approach [Slobodchikov, Isaev, 1995; Ilakavichus, 2023c; Ilakavichus, Borodavko, 2023] and the philosophy of traditions [Zakharchenko, 2006; Rezapkina, 2011], who claim that a modern specialist can no longer be interpreted in the context of utilitarian-economic approach as "personification of normative activity" [Chekaleva, 2012], as he becomes a subject of internally determined activity, a person of spiritual and moral orientation [Slobodchikov, Isaev, 1995]. "Understanding of profession as a way to simultaneously bring benefit to others and self-realisation, as a way of improving oneself and the world around" [Ilakavichus, 2023c, p.195] should receive its expression in the process of professional training in accepting by students a personal-professional position. Therefore, the task of creating conditions for enriching the value-sense sphere of personality should be in the teacher's area of attention.

One of the means of encouraging the students to self-determination as the basis of personal and professional formation and development, creating conditions for interpenetrating processes of socialisation and professionalisation of personality is teaching and methodical support, the pedagogical design of which is a relevant area of research and a significant area of practice. From the humanistic point of view, the determinant of any pedagogical actions is the person himself: pedagogy should understand him in all his aspects before developing any impact on his formation. Only on the basis of understanding the age, psychological, cultural characteristics of the target audience the teaching and methodical support as a resource base, systematically describing the

content and structural components of the educational process to be implemented and representing a didactic means of managing the professional training of students, will be able to contribute to the development of their personal potential.

The aim of the study is to examine the theoretical aspects of the humanitarian-anthropological approach in order to identify its principle aspects significant for pedagogical design of didactic materials for foreign language training of future forensic experts.

Objects and Methods of Analysis

The object of the research is the phenomenon of pedagogical design of teaching and methodical support for professionally oriented foreign language training of forensic experts on the basis of the humanitarian-anthropological approach. The methodology of the research is based on the findings of Russian researchers devoted to the analysis of the principles of implementation of the humanitarian-anthropological approach in the didactics of professional education, the main of which are professional upbringing in the process of absorbing professional culture and the formation of students' own meanings and values in the educational process. The research methods include the analysis of special literature, pedagogical observation, generalisation of practical pedagogical experience.

Theoretical Basis of the Research

The discipline of "Foreign Language" in higher education institutions of the Ministry of Internal Affairs system is implemented during the first two years of study; the target audience is 17-20-year-old cadets; future representatives of profession for serving people. Specialists diagnose certain risks arising among young people of this age category. The understanding of these risks and possible deficiencies determines the choice of methodological basis in the pedagogical designing teaching and methodical support for foreign language training of future experts:

1. Risks of transformation of the value and meaning sphere of a person [Ilakavichus, Borodavko, 2023, p. 177]. The personal meanings of the modern young generation are often assessed as spiritually meagre, "posthuman" [Generations..., 2019] with the tendency of "dehumanisation" [Slobodchikov, 2020]. S.M. Maltceva, O.O. Kubysheva declare value deficiencies disguised by the desire to consume [Maltceva, Kubysheva, 2018, p. 239]. F.G. Mukhametzyanova and K.I. Stepanova highlight egocentricity, the unwillingness of young people to rely on the experience of predecessors, disconnection from the historical and cultural context and live social interaction [Mukhametzyanova, Stepanova, 2021]. These deficiencies are now solved at the legislative level by returning the concept of "upbringing" to the sphere of formal education and approving the principles of state policy for the preservation and consolidation of traditional Russian spiritual and moral values. In this context, as M.R. Ilakavichus and L.T. Borodavko highlight, pedagogical support of the young generation on the way to self-understanding, self-actualisation in the personal and professional sphere is extremely important – to "what A.S. Pushkin called the way of achieving self-sufficiency, i.e. finding a values-based inner core" [Ilakavichus, Borodavko, 2023, p. 178].

In the basic concepts of the philosophy of tradition, the value meanings are inherited, and from these positions "the historical past and historical experience have a right to vote" [Zakharchenko, 2006, p. 20]. "The human way of "being" does not just "exist" – it is created" [Zakharchenko, 2006, p. 17] – a person is included in the moral system of human existence, when in the "act of freedom" he or she is guided by the values and ideals of the culture of his community, and meaningfully and positively accepts "the national wisdom of the ancestors" (National Anthem of Russia). The general philosophical idea of heritage is reflected in the pedagogical space of professional education, which in the philosophy of tradition is considered as intergenerational transmission of value experience, ways of life-building [Ilakavichus, Borodavko, 2023, p. 178] and spiritual and moral principles of self-realisation in professional activity (the desire to be of use



to people). In the profession of forensic experts as representatives of profession for serving people, the significance of this practice is highlighted in particular in the work of [Rezapkina, 2011].

2. Risks of weakened socialisation (V.K. Potemkin). The "digitised" life of the young generation, including the target audience of our research, radically changes the nature of social relations, which are inherently collective [Potemkin, 2020]: in the organic digital space young people of generation Z are maximally isolated from the physical environment of interaction, their activities, as a rule, are characterised by an individualistic orientation [Velmisova, 2022, p. 65]. This social atomisation, dissociation, the effect of which is enhanced by the possible asynchrony of interaction, time-delayed behavioural reactions, emotional inconsistency, potential anonymity and the hypothetical existence of multiple digital identities weaken, according to researchers (D.A. Solodneva, P.A. Pobokin, A.A. Karpov, D.V. Velmisova, etc.), the so-called social intellect, which is responsible for successful social adaptation and taking responsibility for one's own actions, establishing constructive co-operation in interpersonal communication and search for joint solutions [Solodneva et al., 2022, p. 162]; for the opportunity to realise oneself, in humanitarian-anthropological traditions, as a co-participant of co-existence from the position of other-dominance [Ilakavichus, 2023a, p. 294].

One of the possible pedagogical solutions to the diagnosed risks is design of teaching and methodical support for professionally oriented foreign language training on the basis of the humanitarian-anthropological approach. The approach determines the importance of the upbringing aspect and of understanding oneself as a part of the historical and cultural community, as well as the necessity to create conditions for the development of the student's personal-professional position, the realisation of his or her human potential. In the humanitarian-anthropological approach, the human being is taken in its entirety, not from the standpoint of conformity or nonconformity to the required model in performing various social/professional roles. Humanitarian anthropology does not deny the competence model, but interprets it: knowledge and competences are seen not as a goal, but as a means of personal growth and self-realisation. The level of maturity of a person capable of giving a moral assessment of his/her actions and deeds, of voluntarily and consciously accepting and following the norms of morality is valuable from the point of view of professional upbringing. From these positions the idea of V.I. Slobodchikov that "any education should be initially built as a special anthropopractice, the practice of developing the "proper human in a human being" [Slobodchikov, 2010, p. 13] becomes understandable. In anthropopractice there is no human breaking (there is support, creation of conditions for his/her development), there is no influence (there is interaction and dialogue), there are no attempts to adjust him/her to some standard (there is an attempt to build an educational space for building an individual educational trajectory), there is no economic look at the human being as a capital (there is an orientation to the opening of human potential not only at the level of individual self-actualisation, but also at a higher spiritual level – from the point of view of socialisation and usefulness for one's community). Education in anthropopractice is built in harmony with all aspects of a human being.

Realisation of the humanitarian-anthropological component in the development of foreign language training didactics

In the process of pedagogical designing teaching and methodical support for foreign language training of future forensic experts as a humanitarian component of professional education, from the perspective of the humanitarian-anthropological approach and its goal to reveal human potential, everything included in the field of human life is important, such as age-related psychological and physiological characteristics, cognitive and emotional experience, culture, features of thinking, level of reflection, range of interests. As a consequence, the main questions that representatives of this approach ask in the design of teaching and methodical support are: how to extract personally significant meaning in the teaching material? how to make it emotionally attractive? how to offer students not only a normative basis for learning, but also the chance for

actually experiencing the text? how to help them move from the external superficial level to the internal level, turning to the formation of personal meanings? In addition, in the profession of forensic experts as representatives of profession for serving people, it becomes especially important for students (cadets) to master the values of professional culture, their awareness of the link "person – culture – society – profession", the development of personal meanings and values. In this regard, it is interesting to note a statement of a number of researchers that the study group itself becomes a significant humanitarian-anthropological community for its participants for several years [Rygalova, 2022, p. 47], because students in the process of developing a personal-professional position in interaction with each other, both within the direct educational process and out of it, can potentially become like-minded people on the basis of common activities, joint gradual inclusion in professional culture, sharing emotional and social experience.

Based on the humanitarian-anthropological approach, professionally oriented foreign language training is able to realise the principles of open trustful communication, respect and self-respect, empathy, the opportunity to express one's opinion beyond criticism, to offer non-standard solutions, to express oneself creatively. Then it can create anthropopractical conditions in which the learner chooses life strategies in a dialogical educational space on the basis of meaningful values of culture, represented by personified images of profession, performance of professionally oriented practical tasks [Ilakavichus, 2023b, p. 90]. The dialogue space of foreign language training classes facilitates the development of students' subjectivity, realisation of their personality [Ilakavichus, 2010, p. 20] in the process of professional self-determination, when the drawing up of one's own position concerning the subject of discussion in various areas of professional activity requires reflection, the formation of an authorial attitude to the sounded meanings, the creation of counter texts and telling them – explicit "coming out of the anon's shadow" [Ilakavichus, 2010, p. 21]. The emotional dominance of dialogic interaction as a form of direct personal experience determines the birth of the real meaning of phenomena and situations. As a consequence, such practice of constructive dialogue, according to the cultural theory of educational content of V.V. Kraevsky, I.Ya. Lerner, M.N. Skatkin [Shabalin, Shalygina, 2017] creates conditions for the realisation of the target audience's experience of emotional-value relations, contributing to mastering professional culture.

In the content of foreign language training, which is characterised by active communication and interpersonal interaction, such anthropopractice is implemented both in the joint performance of exercises, when the students of a study group are invited to cooperate, help and support their groupmates when they encounter difficulties, and in tasks specially designed to create conditions for positive dialogue: reviewing the history of forensic examination "in persons", discussing quotes meaningful to the professional community, expressing opinions on the subject matter of the study group's work. It is important to see constructive interaction, active listening, the desire to hear counter texts of other participants, paying attention to everyone, avoiding criticism, which contributes not only to the strength, stability and harmony of the study group in the process of professional development, but also affects the deeper foundations of human unity, while preserving the subjectivity of each student.

How to implement these positions in the didactics of higher professional education? We find ready answers in the researches of Professor O.N. Zhuravleva [2008]. Emphasising that the mission of education in the humanitarian approach is not to give students ready-made formulas, but to teach them to think, to search for their own answers, to reflex, to reflect on their own behaviour, to understand themselves, the scientist points out the required modules of the humanitarian content of teaching and methodical support: axiology (analysis of meanings, manifestation of personal position); integration (complex of knowledge) and transformation (transfer of knowledge to the level of personal ideas); subject-centredness (creation of conditions for manifestation of one's own position, expression of one's opinion); dialogicity (indirectness) and problem-solving orientation (openness of knowledge, no ready-made answers); dialecticity and polysemy (possibility of developing the studied material); reflexivity and intentionality (stimulation of



reflection, meaningfulness, development of emotional and value experience); existentiality (emotional colouring of knowledge) [Zhuravleva, 2008, p. 264–265; 2010, p. 37–38]. It should be noted that students' reflexion is regarded as a basic principle in the process of integrating educational material into their personal knowledge structure and identifying their individual meanings in the educational content. At that, in designing teaching and methodical support it is necessary to take into account the so-called phenomenon of hermeneutic spiral: any knowledge is not a closed locked system, its comprehension leads to constant going beyond the limits of initial understanding, to every second cognitive, emotional and spiritual development of students. As N.V. Voitik points out, this determines the importance of careful choosing the content of the educational narrative and practice-oriented tasks to encourage the target audience to move from external work with the text (formal superficial reading of the material) to internal one (search for personal meanings, creation of counter-texts) [Voytik, 2005, p. 38].

Conclusion

At the present stage, the content of professional education is experiencing transformational processes associated with changes in socio-political context. It is not only the professional development of students, but also their integration into professional culture and the development of their own meanings and values that is increasingly considered as important. This statement is particularly true for forensic scientists as representatives of professions for serving people. The realisation of this idea is greatly facilitated by foreign language training of students as a humanitarian component of higher education and by pedagogical design of teaching and methodical support of the discipline "Foreign Language" on the basis of humanitarian-anthropological approach and philosophy of traditions.

The hypothesis that professionally oriented foreign language training of students contributes to the creation of conditions for the accepting meanings and values of the future profession by the target audience is confirmed through approbation of didactic materials developed on the basis of humanitarian-anthropological approach, the main conceptual idea of which is the understanding of the values of professional culture by students.

The scientific theoretical significance of the research consists in the attempt to solve the scientific problem of improving the efficiency of professional education, aimed not just at developing a competent specialist, but at creating conditions for the personal growth of each student and his/her conscious acceptance of the meaningful content of his/her profession and understanding of its value for society.

The results of the research, ideas and conclusions of the presented concept have an applied character and can be used for improving didactic materials on a scientific basis, for upgrading the quality of teaching and methodic support of professionally oriented foreign language training of students of other specialties.

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