

FaR 2021**International Forum “Freedom and responsibility in pivotal times”****FOREIGN LANGUAGE TEACHER’S PROFESSIONAL TRAINING
IN THE CULTURE OF THE INFORMATION SOCIETY**

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Abstract

The culture of the information society is characterized by the emergence of new trends that affect the teachers’ professional language education. The teacher’s professional language training is entering a new stage of its development. It is determined by the culture of the information society. Among the conceptual basis of education, the philosophy of hermeneutics is one of the most recognized. In line with philosophical hermeneutics, it is the justified information and semantic approach, which is treated as a new intellectual product due to the modern need for modernization of teachers’ professional language education. From the point of view of this approach, professional language education is defined as an information phenomenon. Its aim is to organize the process of assigning students cultural foreign language information and mastering the ways of working with it for the implementation of the strategic task of training a foreign language teacher and his/her professional and personal development. The strategic objective of the professional language education of a foreign language teacher is to promote the formation of a professional information worldview, which serves in the future as a regulator of his/her professional activity. The purpose of the article is to describe the most significant characteristics of professional language education of a foreign language teacher from the point of view of the information and semantic approach and their significance in students’ training.

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1. Introduction

The society transformation to a new level of cultural development is accompanied by awareness of a new worldview, which is defined by researchers as informational. It characterizes modern culture as the culture of the information society (Abdeev, 1994; Asmolov, 1998). The modern world is a world of increasing intensification of information flows, the increasing influence of information both on a whole society and on each individual. This phenomenon has a planetary significance, forming the basis of the new infrastructure of the planet – the infosphere (Kurakov, 2000). The most important regularity of the culture of the information society is the strengthening of cooperation in the fields of informatization and education. It is reflected in the regulatory documentation defining the strategy of the educational policy of Russia since the 90s of the XX century: "The Conception of informatization of education" (1990), "The Conception of informatization of the education sphere in Russian Federation" (1999), "The National Doctrine of Education in the Russian Federation until 2025" (2000), the Federal Target Program "Development of a unified educational information environment for 2001-2005" (2001), Federal Law No. 273 of 29.12.2012 "On Education in the Russian Federation", the Federal Project " Digital Educational Environment "(2019–2024), etc. The idea of introducing modern information technologies at various educational levels was reflected in several Orders and Resolutions of the Government of the Russian Federation from 2012 to 2021. The state documents are designed to ensure the training of an information-competent person in the education system, capable of effective participation in various areas of life in the conditions of the information society.

The culture of the information society is characterized by the emergence of new trends that affect the state of teachers' professional language education. Of particular importance are the following trends: a) the unity of the entire set of knowledge, cultures, technologies, methods, which contributes to the strengthening of synergetic processes in education; b) the outstripping growth in the number of employees engaged in various fields of communication, which leads to the need to strengthen foreign language training and increases the need for foreign language teachers; c) the development of information technologies, which expands access to cultural information and foreign language communication. According to these trends, the teacher's professional language education is entering a new stage of its development, which is determined by the culture of the information society. This is expressed in the understanding of the process of teacher's professional language education as an information phenomenon.

The analysis of psychological, pedagogical and methodological publications of recent years shows that professional language education as an information phenomenon is studied in two main aspects – technological, from the point of view of informatization of education based on technical tools, and humanitarian, from the point of view of the "human dimension" of information. At the same time, the first direction prevails, as evidenced by the active development of the content of the information educational environment and information technologies of training using modern technical tools. The second direction is represented much less. The humanitarian aspect, that presents the recognition and constructive solution of problems related to the person's inclusion in the sphere of information activity. Such process is becoming a need for science and educational practice today. Free and wide access to information, being an absolute achievement of modern culture, is fraught with the danger of information learning primitivization, which is expressed in the predominance of broadcasting and scanning information for its memorization and

reproduction. This leads to the stabilization of reproductive learning, reduces the educational and developmental potential of information. Development occurs when the subject of education (student) is able to participate in information flows. It means that he/she implements new opportunities and facets of self-actualization and self-identification in the process of independent comprehension and understanding, transformation and application of information. Only by this way the information becomes the knowledge.

According to the development of the culture of the information society, the philosophical positions of hermeneutics are recognized among the conceptual basis of education (Zakirova, 2008). The hermeneutic philosophy of education justifies its "understanding" character, putting forward a goal of understanding achievement as a way of spiritual and practical development of the world based on a person's ability to identify, assign and produce meanings (Plemeyuk, 2009). In the logic of hermeneutical philosophy, attention is focused on the humanitarian aspect of informatization of education, which is due to both the general philosophical position on the inequality of semantic and cognitive experience of mankind, and psychological and pedagogical conclusions about the special importance of education, based on the person's values, motives and individual meanings. In the culture of the information society, professionally significant information becomes a valuable person's asset (professional competence), provided that it is interrelated with his urgent needs realized in professional education and further in professional activity (needs for development, recognition, achievement of results, success, etc.). The principles of philosophical hermeneutics are reflected in the so-called paradigm of semantic education (Asmolov, 2002). In the context of the exponential information growth in learning, this paradigm develops in the form of an information-semantic approach (Dmitrieva, 2012). In the culture of the information society, this approach serves as a scientific and theoretical basis for studying the process of language education of a foreign language teacher.

2. Problem Statement

The dynamic and innovative nature of a modern foreign language teacher's work requires relying not on ready-made recipes, but on a comprehensive understanding of scientific data, facts, and situations of professional activity. There is still an educational model of teachers training in professional language education, which is a strong tradition, but not effective enough at the present time. Among the tasks of improving the quality of teachers training, the change of its educational model to a semantic one, based on the implementation of psychological and pedagogical mechanisms for the development of the individual's professional consciousness, as the leading regulator of professional behaviour and activity, comes to the fore. A significant difference of the new semantic model is the nomination of the category "development" as the target priority of language education, orientation to the formation of the professional consciousness of a foreign language teacher, the center of which is the professional semantic education of his/her personality.

3. Research Questions

Linguistic education is the main organized source of obtaining professionally significant information for a future foreign language teacher. The professional information worldview of a foreign language teacher is formed as a result of the knowledge of educational information presented in the content of training. It is

organized discretely, in the form of a set of disciplines of the curriculum, the study of which contributes to the acquisition of a number of competencies that provide the opportunity to carry out the professional activity of a foreign language teacher. All the studied disciplines make up an array of professionally significant educational information; it is an integral complex that obeys the general laws of the organization of information as a system. It has an internal structure, which means the degree of organization, orderliness of the information system of the training content. This structure is universal both for the entire array of studied information, and for each academic discipline separately.

4. Purpose of the Study

The purpose of the presented study is to identify and describe the most significant characteristics of professional language education of a foreign language teacher from the point of view of the information and semantic approach and their significance in teaching process. This goal is determined by the conditions of the modern culture of the information society, which dictates new requirements for a person as a consumer, carrier and producer of information. The image of a foreign language teacher attracts special attention, since he is a central figure in complex information processes of intercultural communication, preparing the younger generation to participate in these processes.

5. Research Methods

The solution of the goal was carried out on the basis of the application of general scientific research methods within the framework of logical analysis and generalization of the essential characteristics of the leading concepts of the topic, through their pedagogical interpretation. The theoretical analysis of scientific literature, the descriptive method, as well as the observation of the practice of the process of professional language education were applied.

6. Findings

6.1. Personal and professional meanings formation in the professional language education of a foreign language teacher

The transformation from the "knowledge" to the hermeneutic, semantic paradigm has led to the main emphasis in modern education, which can be interpreted as movement through meaning: "The educational goal is to create a gestalt, a semantic worldview. In a situation of uncertainty it can help to find ways of development or action <...> This worldview is initially <...> semantic. In this system, we act as search engines, and not unities in which knowledge is "invested" (Asmolov, 1998, p. 39). The category of meaning is the subject of scientific analysis with the study of human consciousness, the personal and cultural values. We note some ideas that are essential for the disclosure of the topic of the article.

In his theory of consciousness Nalimov (1989) points out that consciousness as a space of meanings is not just a sum of isolated individual meanings, between which there are some connections. The meaning is not discrete; it is a blurred semantic field. According to this idea, any sign is poly-semantic. The nature of meaning, according to the author, cannot be understood. It is isolated from the nature of the entire text

and language. That is, the semantic triad: meaning, text, language, is a universal structure for any phenomenon understanding, including individual consciousness. Any sign system can be perceived as a language if there is a perceiving subject – a native speaker. Therefore, a person finds himself/herself in the role of a self-interpreter of the text (consciousness), the carrier of which he/she is. Moreover, this text is flexible, mobile, capable of change, "constantly anew created". This renewal of consciousness is due to the fact that the meanings themselves are dynamic formations. Despite the formalization of meaning with the help of human communication, their reduction (arbitrary coarsening) is inevitable in the performed analysis within the framework of any theoretical representation of knowledge. Nalimov (1999) emphasizes that any attempt to strictly define what meaning is cannot be considered successful.

One of the sources of understanding the dominant role of the semantic paradigm in education is revealed in the scientific ideas of Bakhtin: "To what extent can the meaning (of an image or symbol) be revealed and commented on? Only with the help of another (isomorphic) it is impossible to dissolve the meaning (symbol or image) in concepts <...> There can be either a relative rationalization of the meaning (ordinary scientific analysis) or its deepening with the help of other meanings (philosophical and artistic interpretation). Deepening by expanding the distant context" (Bakhtin, 1986, p. 362). The development of this position in the mainstream of the psychology of consciousness takes place in Zinchenko works. The author claims that the concept of "meaning" is intended to emphasize that the knowledge that a person possesses as a carrier of consciousness is not impersonal (Zinchenko, 1991). The person's ability to solve a "semantic problem" gives reasonableness to his actions. At the same time, the meanings cannot be directly observed; they are not a sensually perceived reality. The subject always only signifies his meanings interacting with the world, realizing activities in communicating with people, carrying out cognition and fixing the products of his cognitive activity. External expressions of meaning are only the proof of meaning, but not the meaning itself.

The analysis of scientific publications makes possible to conclude that a person's finding meaning in education or in professional activity is the main result of a cognitive attitude towards them. Actualization of meaning is a "trigger" for executive actions. In the course and as a result of such actions, there is an adjustment of the meaning, through which it becomes possible, in turn, to correct the performing (practical) action. Given the dynamic nature of meaning, it should be noted that professional meanings undergo transformation, transformation directly in the process of professional activity, outside the university. At the same time, it is highly likely that the low efficiency of the teacher's professional work can be predicted if his personal and professional meanings have not been determined at the stage of studying at the university.

In Russia the psychological and pedagogical foundations of the study of personal meaning are laid by the works of Leontiev (2003), who claimed that a person learns the experience of previous generations in the form of mastering meanings. Meanings are a generalized reflection of reality that has become the property of human consciousness. Leontiev (2003) noted that with this understanding, meaning cannot present a person, be its unit. Only the introduction of a personal attitude generates a subjective meaning of the objective meaning perceived by a person. In order to avoid doubling the terms, the author introduces the concept of "personal meaning". In his further research, as well as the research of a group of Russian scientists conducted in the 70s-80s of the twentieth century (Asmolov et al., 1979), it was proved that meanings are not optional, additional, shadowing products of consciousness, but, "on the contrary, activity

< ... > represents, expresses (with more or less completeness) the ultimate meanings of life behind it” (Abulkhanova, 1999, p. 82).

Russian scientists rightly emphasize that the semantic sphere of a person is connected with the moral-value, spiritual sphere of a person, which can extend far beyond the scope of a specific activity. Thus, it is necessary to recognize the relationship of meaning and activity, defined by the category of “relations”. Determining the meaning by means of this category, the relationship is found not only between the motive and the purpose of a specific, for example, educational or professional activity (which is quite logical), but also the relationship of all the events of human life. So, the meaning is not so much objective, but inter-subject (Bratus, 1981). One of the possible synonyms in this regard, according to Bratus (1999), is “subjective connection”, that is, a subjectively established and personally experienced connection between people, objects and phenomena surrounding a person in space and time, both current and former or prospective events.

In the teachers’ professional language education, ideas of the semantic regulation of activity are of scientific interest. In the fundamental multilevel hierarchical theory of attitude, a semantic attitude is distinguished, which is an expression of personal meaning in the form of readiness for a definitely directed activity, which gives it a stable character (Asmolov, 1998). The semantic setting provides a subjectively free possibility of action. According to scientists, the semantic level of regulation does not prescribe ready-made recipes for actions, but develops general principles that can be implemented in different situations by actions that are different externally, but uniform in their inner essence. In the process of studying semantic formations in the human sciences, such concepts as “attitude”, “meaningful experiences”, “position”, “orientation” are actualized. It should be recognized that semantic formations belong to the deep formations of the personality.

Based on their axiological ideas developed in the research of personality’s value-semantic formations, new functions of teachers’ professional pedagogical training are revealed: a) the development of spiritual forces, abilities and needs that allow a person to build his/her life activity, making the choice based on humanistic values; b) the formation of a free and at the same time responsible personality in the social and natural environment; c) providing conditions for personal and social growth; d) providing opportunities for social adaptation with the simultaneous implementation and development of non-adaptive activity that allows to go beyond the set, develop your own subjectivity and increase the potential of both your own development and society as a whole (Dmitrieva, 2020; Oberemko, 2015).

The proven significance of the semantic attitude for the success of the activity in psychological studies makes it is possible to predict with high probability the low efficiency of the young teacher’s activity, the appearance of a sense of the meaninglessness of the work, if his/her personal and professional meanings were not determined at the stage of studying at the university. In the educational process a person gets the experience of humanity, acquires knowledge and skills. For this, it is important that during the learning process they become “internally their own”, “fit into the personality”, begin to determine their attitude to the world, that is, they acquire meaning for a person.

6.2. The process of professional language education as an information phenomenon

In the culture of the information society, the idea of information as a universal value is formed, which exists and which is transmitted and stored in the form of an organized system of signals. The concept of a signal is used to denote influences that cause active reflection (Aylamazyan, 1982, 1999; Veselovsky, 2000). An example of such an active reflection in learning is the cognitive activity of a person. To characterize the volume of various signals that an information system can include, the concept of “informability” is proposed. Professional language education is a highly informative system. It includes interrelated elements: a source (teacher, textbook, literature, etc., included in the learning process), a signal (methods of presenting a message – verbal, visual, etc.), a transmitter (sounding speech, printed text), a communication channel (physical/technical environment that allows the transmission of a message, or a subject carrying out communication), a receiver (sensory organs of the subject perceiving information), a recipient of information (psyche, brain of the subject perceiving information).

There is a contradiction in higher education – on the one hand, there is a desire to increase the volume of studied information due to the new technical tools of its translation and the achievements of specific sciences. On the other hand, there is a phenomenon of students’ “information consumption”. The problem of information consumption in the field of education is of a socio-pedagogical nature, since it is associated with the use in the educational process of methods of searching, perception, processing and use of information distributed by various sources that have a socio-cultural nature. The concept of information consumption and non-consumption becomes especially important in the framework of the educational process. They are connected not only with the ways of presenting information in the educational process, but also with the abilities of the individual to perceive information, personal attitude to it. To characterize the quality of students’ information consumption, we will heuristically present the structure of this process through a number of indicators related to the development of methods of social orientation and action (in professional language education, this is a wide range of techniques related to the acquisition and use of language and methods of teaching it, skills of working with cultural information, etc.):

- The effectiveness of using information to develop methods of social orientation and action.
- The intensity of the use of information for the development of methods of social orientation and action (the frequency of access to information).
- A tendency to use information for a long time in order to develop methods of social orientation and action. The use of spiritual goods is always a process that proceeds in two aspects – implicitly and explicitly. The influence of information on a person’s consciousness in the implicit aspect may have a different time duration, which is not always felt by him. Explicitly, the measurement for a person always acts as a conscious time interval, in which he explicitly uses information. Thus, the tendency to long-term use manifests itself as a conscious desire to consume certain information during a certain time interval as a basis for developing methods of social orientation and action. In this case, the learning process can be a source of information necessary for orientation in a particular situation.
- Students’ activity. The most important sign of activity is the desire to correlate the cultural and behavioural standards offered by specific blocks of information with the norms accepted in the studied culture and profession. As a sign of the activity of using educational information, one

can take the fact of discussing it at the group level, the result of which is the correction of the individual's participation in the information interaction. The highest activity of using information to develop methods of social orientation is expressed in the ability of an individual to give a selective assessment of specific blocks of information, identifying among them the most or least relevant to his understanding, views, preferences. Agreement or disagreement with the content of information blocks, with the form of their submission indicates a high degree of independence of this person and the cognitive activity.

A student consumes a lot of different information during the training, due to his information need as a future foreign language teacher. Information needs are included in the circle of social needs. Therefore, the key in the analysis of information consumption is the idea that the information consumer (student) should be considered as a system that includes the dialectical unity of the features of the object of social management and at the same time the subject of social action. As an object of management, the student implements certain intentions and norms prescribed to him in training through information. This realization takes place in the form of a social action, which means various types of student participation in the system of social relations (didactic interaction, intercultural communication, professional activity, etc.). Being a subject of social action, he/she strives to make the most effective use of subjective potentials and objective possibilities of the real educational situation. Subject potentials are associated with the characteristics of a person as a social being, his psychological and physiological features, gender and age characteristics, level of culture, social status, etc. The objective possibilities of a real situation can be defined as a set of conditions that contribute to the speedy achievement of a given person's goal of social action. Until the essence of these conditions is known, they remain at the level of possibility. Translation to the level of reality occurs as they are understood and used to achieve the educational goals.

The identification of objective conditions of the situation should be considered as a stage of developing methods of social orientation, since the individual's primary contact with the object of his attention (information) takes place and preparation for action is carried out. Being involved in the process of social action, he proceeds from the ideas of the possible results of his own actions (cognitive, communicative, professional, etc.) and the actions of other people. He evaluates these results, on the one hand, from the point of view of objective norms and principles adopted in the social situation of learning, communication, etc. And on the other hand, the assessment is carried out from the point of view of norms and principles that are highly personally appreciated. The degree of combination of these and others indicates the mutual compliance of the value criteria prescribed for the social situation and learned by a person. In the light of the topic of the article, this means that norms and principles become a guide to action when they acquire a personal meaning for the student, and in relation to professional activity – a personal and professional meaning. Norms and rules are transmitted to the student through directed arrays of information, therefore, data indicating the accuracy of the above-mentioned compliance, if necessary, can be considered as materials for evaluating the effectiveness of managing the learning process through information.

The completeness of the implementation of information needs in training depends on the interaction of two groups of factors – subjective and objective. The subjective ones include: the ability of a person to search for information, its selection and the degree of his activity in these processes; the ability to overcome

the barriers existing in information interaction, especially the total-key ones – sign, thesaurus, counter-suggestive, situational, temporal (Krizhanskaya, 2006; Leshchev, 2002). Let us focus on a brief description of the barriers of information interaction in teaching, since they retain their negative significance in any type of information interaction and are ubiquitous in the practice of professional language education.

- A sign (language) barrier occurs when the offered information is not accessible to the perceiver. He/she cannot extract the content from the sign shell, because it is not able to “open” it. To overcome the sign barrier, it is necessary to resort to the help of an intermediary who is able to translate the content of information from an unfamiliar (closed) sign form.
- The thesaurus barrier occurs when the student does not have the necessary stock of information to understand the meaning of the information. In this case, we are not talking about a certain amount of information received earlier, but about such a necessary amount of it, which determines the successful course of the learning process. The necessary (critical) volume of the thesaurus should be: a) understandable; b) not duplicate the thesaurus, but complement it, increase it in one part or another. If the critical volume does not meet these two conditions, then in both cases the amount of information consumed will be close to zero: in the first case, due to the fact that it will not be understood, in the second – due to the fact that it is previously known, consumed before. Overcoming this barrier is possible if the critical volume of the students’ thesaurus is taken into account, so that the newly offered information both reaches it and does not exceed it. In the professional linguistic training of a foreign language teacher, the thesaurus barrier is important due to the large volume of cultural, sociological, psychological, linguistic information that requires special background knowledge from both the teacher and the student.
- A counter-suggestive barrier arises when the sign shell is opened, the information corresponds to the critical volume of the thesaurus, but it is not consumed, it is not used by the consumer, because he does not agree with what is offered in the information, what is being tried to inspire him through the transmitted information.
- A situational barrier arises when it is impossible for a person to use the received information. In the practice of professional language education, it occurs in conditions of a shortage of foreign language communication, professional situations of using information consumed during the training.
- The temporal barrier is associated with errors in the encoding of information (for example, with errors in the use of language), with its sufficiency/insufficiency, psychological and physiological properties of the person processing information. It is usually difficult for both the teacher and the student to overcome it completely.

The number of barriers that can prevent information consumption in training significantly exceeds the number of these categories – in this case, those that most often occur in professional language education are given.

The main objective factor of the realization of students’ information needs during the training is the state of the information potential or information resource. The potentiality is noted due to the fact that the extraction of information and its further translation into knowledge and a means of personal and

professional development depend on the degree of realization of the information need. A person who does not have the necessary methods of searching, selecting and processing information is not able to detect and use it. It will remain in the information fund waiting for its future consumer. An infofund is an array of information about a particular phenomenon. Since information about the world is updated, the finiteness of the information fund volume is relative and is associated with a certain period of society's development, sciences and technology. An information resource is the volume and content of information that should be extracted from the information fund during the implementation of information needs and used to achieve specific educational goals. The information resource a foreign language teacher training depends on the volume and content of the information need. The training takes into account the information needs of both society and the individual. Public information needs are reflected in the educational program and programs of academic disciplines. The information needs of the individual are reflected in the programs of additional education and electives.

To build the process of professional language education in line with the information and semantic approach, the following idea is relevant: the volume and content of any social activity included in this process determine the volume and content of social/normative and personal information needs. Information demand, in turn, determines the volume and content of the information resource of the educational process. Understanding how much and what kind of information will be required to achieve these goals allows bringing exactly as much and exactly such information into the educational process. Therefore, the process of professional language education should include training technologies based on the observance of exact correspondences in the system of working with information. Training as an information source in the process of professional language education characterizes the achievement of exact correspondences in the system: "the purpose of the activity is the need for a meta-medium (information) – information need – its implementation – extraction of an information resource from the information fund – using information as a meta-medium – achieving the goal". Such training is rightfully called information training. In the modern era of increasing measurement accuracy, the problem of finding exact correspondences in information training has not yet received an exhaustive solution either in the didactics of professional education or in linguodidactics.

The concept of "information" is interpreted in education as "the main material of mental work... a means of influencing the thinking apparatus" (Aylamazyan, 1982, p. 111). It is necessary to recognize the validity of the position put forward by many scientists that information in education becomes meaningful when it is in motion and is used for the purpose of cognition and management of activities. The movement of information is provided by communication, which implies the formation of knowledge, skills and abilities to handle information and exchange it through the language sign system. Currently, there are two trends in the understanding of information – new and traditional. In the traditional sense, information remains a certain amount of information, and in the new one, it is also considered as a means of personal and professional development in the educational process. It acquires the meaning of a meta-medium. The new understanding of information allows us to introduce the category of "meaning" into the methodology of professional language education. Based on the well-known philosophical and psychological studies of Zinchenko (1991) and Leontiev (2003), the meaning is understood as a complex systemic formation of the consciousness of the individual, which is formed in life. It includes such generalized components as

personal meaning, motive, semantic attitude and personal value. It should be noted that these components in the process of professional language education of a teacher have not only personal, but also professional certainty.

The central place in the teacher's training is occupied by foreign language information – language as a sign system and a set of information about the language and culture. Mastering it, together with a complex of other professionally significant information, leads to the formation of a professional information worldview of a foreign language teacher among students (Oberemko & Shimichev, 2020). Its specificity consists in the integration of cultural meanings of native and foreign cultures, which occurs when students master intercultural communication. Intercultural communication is understood as a process of integration of cultures caused by the natural course of development of modern information civilization. The information picture of the world is objectively defined as a set of sign systems, signals and information connections in information flows. The inclusion of an information worldview in the conceptual field of professional language education is associated with its information saturation. In the professional language education of a foreign language teacher, the objective information worldview is represented by different elements: native and foreign languages and cultures, communication methods, patterns and principles of intercultural communication, as well as patterns of broadcasting and organizing information (Oberemko et al., 2020). They take place in the content of the education of a foreign language teacher. Mastering this content contributes to the formation of a professional information worldview of a foreign language teacher. It is formed on the basis of understanding and internal transformation of the studied information into knowledge and skills, personal ideas, beliefs and, as a result, into personal and professional meanings. From the point of view of the information and semantic approach, the formation of this worldview is a strategic task of professional language education of a foreign language teacher, since in the future it determines the quality of his professional activity.

7. Conclusion

The idea of a semantic paradigm is possible at two main levels – traditional (close to everyday) and scientific. The traditional view can be attributed to the idea that is widespread in the pedagogical environment about the normative-conditioned (standard) content of the educational process, which includes generally significant, socially valuable knowledge, the translation of which has a certain set, objective meaning in connection with the social significance of the teacher's professional activity. As for the scientific idea of the value-semantic foundations of education, it can have a different conceptual structure, according to the subject matter of the science within which the research is carried out. Within the framework of the objectivity of pedagogical science, it is possible to characterize the process of professional language education of a teacher in line with the semantic paradigm by characterizing its invariant elements. Such elements are: the subject of education, the content of education and the pedagogical impact (the latter includes methods, technologies, forms of education and upbringing). The information-semantic approach, adopted as a basic guideline for teachers' professional language education, helps to identify the new content of these elements, setting the regulatives for the transformation of the educational practice of the university.

The profession of a foreign language teacher is a part of the social culture of society, so it is important to note that, like in any culture, it contains a set of patterns of behaviour that have a normative

character. This is a functional part that sets the rules for the behaviour of a future teacher in the profession, but is not limited to it. The perception and acceptance of other people (their states, capabilities, characteristics, actions, etc.) and themselves as individuals is of decisive importance for the formation of a future teacher. Both of these components – the attitude to oneself and others, have long been considered in the Russian pedagogical tradition as determining the moral appearance of a person. For the process of pedagogical influence on the formation of professional and personal meanings, this position is important, since the student builds himself as a professional personality through consciousness, subjective and active mastery of his abilities and powers, through the implementation of his own semantic installation. In the culture of the information society, an attitude to information is added to these two relations, which becomes the subject of formation in the process of professional language education and is carried out in different types of work with information.

The subjective and free formation of personal and professional meanings requires a revision of the traditional principles of interaction between teachers and students in the educational process: the principle of subordination must be opposed to the principle of value equality of the educational process subjects; the principle of the teacher's monologism – the principle of cooperation and dialogue; the principle of total control – the principle of freedom; the principle of growing up – the principle of co-development; the principle of initiation – the principle of unity. The information and semantic approach in the methodology of professional language education of a foreign language teacher is a new intellectual product due to the modern need for modernization of this process. On the one hand, it is a product of the culture of the information society; on the other hand, it acts as a theoretical and methodological resource. It determines the ways to update the process of teachers' professional language education in modern conditions and includes a number of methodologically significant concepts. From the point of view of this approach, professional language education is an information phenomenon, the essence of which is to organize the process of students' appropriation of cultural information and mastering the ways of working with it for the implementation of the strategic task of training a foreign language teacher and his personal and professional development.

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