

STUDENTS' LINGUISTIC AND SELF-EDUCATIVE COMPETENCE IN HIGHER SCHOOL

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Abstract: The article discusses the problem of forming linguistic and self-educative competence, its structural components. The article presents the pedagogical conditions of formation of its individual components, a project educational technology. The analysis of the results of the implementation of the project technology lessons in a foreign language with students of Surgut Branch of Industrial University of Tyumen. Indicators and criteria of linguistic and self-educative competence formation are presented.

Keywords: linguistic and self-educative competence, project educational technology, activity component, task-based method, motivational component, cognitive component.

INTRODUCTION

The act of entering of the Russian Federation in world information sphere caused a number of transformations both in policy, and in education. It's a must for universities to implement students' language training, especially in the field of business communication in a foreign language. We consider that efficiency of training of technical higher education institutions students for business communication in a foreign language depends on formedness of self-educative, linguistic and self-educative competencies, as well as students' self-organizing. Linguistic and self-educative competence is integrative personal education which includes positive motivation directed at enhancement of language skills in the process of educational and future professional activity. Linguistic and self-educative competence involves motivational, cognitive and activity components.

AIM OF THE STUDY

The aim of our work is the formation of pedagogical conditions for the successful development of competence under inquiry as well as the evaluation of the effectiveness of the selected condition.

METHODOLOGY

We decided to choose project educational technology for teaching a business foreign language as a pedagogical condition for the development of linguistic and self-educative competence.

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Project educational technology is widely used for teaching a business foreign language and is represented as “the combination of methods and a student’s actions in the proper sequence to accomplish the task on identifying the solution meaningful to him and made out in the form of a product that is research, project, creative design” (Konysheva, 2005).

The main aim of project educational technology in teaching a business foreign language to students in “Oil and Gas Engineering” field of study is getting them a chance to work individually and acquire knowledge through solving foreign language communicative tasks integrated into different spheres.

While working on projects we carry out preparatory work with students. At this stage we foreground and organize knowledge, acquired on other subjects, according to the curriculum. This stage is a means of efficient entering the professionally-business environment, gradual acquaintance with the future project topic, development of skills of working with information. The work on this project educational technology includes several steps.

The first step is a preparatory one and directed at updating and organizing knowledge on a business foreign language and special subjects. While working on projects, connected with the execution of forms, records and reports, business writing, students relied on their knowledge of such subjects as “Ethics and Corporate Culture”, “Branch Economics”, “Law”.

The second step is developing creative atmosphere in the group. It includes suggesting research topics and choosing project topics. The function of this step is to get every student interested in project performance. Project topics can touch upon some theoretical idea in order to deepen students’ knowledge and to differentiate the learning process. Each student can choose the task he likes more and can do individually. What’s more students can suggest project topics themselves. Second and third-year students have to set problems and research cognitive tasks individually at a great extent. This allows teachers to find out the rate of students’ independence of thought, their abilities to identify problems. We suggested and performed such projects as: “My Personal Background”, “My Future Job”, “Structure of the Company”, “Presentation”, “My Enterprise” and others.

The third step is coordination of project development common line, group formation. It also includes making the detailed plan of project work. Teachers are consultants at this stage. It includes both the discussion of how to collect data and carrying out topic development. It includes the discussion of the first results as well. Project work is an individually planned students’ activity.

The growth of proportion in mastering a language suggests greater focus on individual students’ work. By individual students’ work we mean students’ participation in defining goals and tasks of learning, planning types of interaction and choosing types of action, getting additional information from different resources,

consulting with each other and, if necessary, with a teacher. By defining their attitude to the given tasks students take responsibilities for project work process and its results. A wide range of research project use, defining research problems, their main tasks, analyzing results, summing up, using statistic or creative reports, communicative tasks like “find out, ask, tell, give an argument for or against” as well as an individual carrying out of the project make students think and analyze. Furthermore, all mental processes, memory, attention, way of thinking are intensifying; research activity is developing, skills of individual work are acquiring. Students' groups for working out different project problems are formed at this stage. While forming groups we differentiate students' work on a project taking into consideration language level, their own interests, individual needs in different kinds of speech activity.

At this stage we correct mistakes and carry out primary summarizing. Students are given such tasks as to write down essays in which they have to explain their own opinions on this or that problem. These tasks help to understand the process of project work and make students think the given topic and the given problem over. They also teach self-analysis. We advise to keep a diary in English during project work in which a student writes down the results of his research, the difficulties he faced, and the ways out of their solving, his own opinion and attitude to the problem. By doing this, students learn to analyze and to monitor their own activity. At this stage the role of a teacher is to read the notes, work individually with every student and suggest how to solve problems.

The fourth step is a final one. It includes all results and project presentation. The characteristic feature of our project work is compulsory use of Internet resources and authentic data. Each project must be accompanied by a multimedia presentation so all students should have additional skills of working with informational and computer programs. The discussion of the presentation and project results, gathering the whole information, the discussion of the final presentation, preparation for the final lesson is carried out by students individually. Without any interference into the process the teacher monitors this work talking to the group, reading the diary either of every student or the whole group. At the stage of project working out, during the discussion of the final presentation and preparation for the final lesson such related speech activity skills as listening and speaking are developed. But when students gather data and write down notes such skills as reading and writing are developed. Project discussion usually takes place after a module is over so students can use grammar and vocabulary they learnt. While presenting the information students can choose a report, a collage or a newspaper, they can make comments as well. If oral reports cause difficulties, it's important for a teacher to discuss the theme of the report, the plan and duration of the report with every student. One of the most difficult stages of this work is the defense of the project. Students have to demonstrate their knowledge, abilities and skills of communication in a foreign

language in their professional sphere, skills and wishes to interact with others, to speak logically, to show confidence to make dialogues with partners, to demonstrate ability to cope with a situation in case of misunderstanding and to demonstrate their language knowledge and skills to express their ideas in a foreign language.

To estimate the work students-experts' board was organized. This board listened, asked questions, estimated and took decision whether to accept or not to accept the project. All the participants knew estimation criteria beforehand. When the presentation is over the teacher, experts, students start to discuss it by asking questions, commenting, analyzing and making their own proposals.

After the final presentation the teacher discusses with students their opinion about their work on the projects, speaks about difficulties and wishes of future work, encourages, makes remarks, if it is necessary expresses his attitude to the mistakes of some students individually.

This form of work and control has its advantages in developing activity component of competence under inquiry as it has such qualities as:

- professional skills: the project allows to design urgent business situations of future professionals and has practical value for future professional activity (Ibatova et. al., 2016);
- communicativeness: the project of this kind supposes group work, students' labor proportion within the limits of the project, peer teaching, exchange of experience, problem discussion with the use of linguistic skills; the ability to participate in the talk, to take initiative, to express his or her point of view, to give reasons for it, to characterize facts and others;
- information creativeness: the project of this kind supposes work and working out of professionally oriented information with the use of Internet resources, skills to analyze, to make a synthesis, to make conclusions from foreign language resources.

What is more, such work allows organizing students' individual work which according to work program is 151 hours for the whole course of study, almost 87%. Such kind of work also allows personalizing students' individual work, developing creative activity, independent thinking, and using knowledge in practice.

So the use of this educational technology allowed mobilizing students' abilities to get knowledge individually, integrating and using it for getting new knowledge; using it in practice that will encourage successful results in developing activity component of students' linguistic and self-educative competence.

RESULTS

To prove the efficiency of project technology in developing linguistic and self-educative competence we carried out pilot testing and testified the accuracy of results with the help of Mathematics Statistics methods.

152 first-third year students of Surgut branch of Tyumen Industrial University “Oil and Gas Engineering” and “Operation and Maintenance of Transport Technological Machines and Aggregates” fields of study took part in this pedagogical experiment.

In order to find out that experimental and test groups belong to one and the same population i.e. imperceptible we used χ^2 -Pirson's criterion (using independent samples). Thus we suggested two hypotheses: H0-according to which at the first stage of the experiment levels of formedness of competence under inquiry don't differ between themselves in experimental and test groups and hypothesis H1-according to which levels of this competence formedness relatively differ.

Computations of calculated data of χ^2 -Pirson's criterion meaning were performed according to formula (1):

$$\chi_{\text{exp}}^2 = n_1 n_2 \sum_{i=1}^g \left[\frac{1}{n_{1i} + n_{2i}} \left(\frac{n_{1i}}{n_1} - \frac{n_{2i}}{n_2} \right)^2 \right] \quad (1)$$

TABLE 1: LEVELS OF FORMEDNESS OF LINGUISTIC AND SELF-EDUCATIVE COMPETENCE AT THE FIRST STAGE OF THE EXPERIMENT (%)

Group	Level			Meaning χ_{emp}^2
	Low	Middle	High	
T	43.4	45.43	11.09	–
E1	44	46.0	10	0.064
E2	42.5	45.2	12.3	0.072
E3	43	45.3	11.7	0.025

n_1 – volume of students' sample from test group; n_2 – volume of students' sample from corresponding experimental group; i – the number of levels.

Having performed computations according to formula to define Pirson's criterion meaning and check-up of statistic indistinguishability of experimental and test groups, we found out $\chi^2_{\text{emp.}} = 0.064$, but $\chi^2_{\text{crit.}} = 5.991$ taken from the table (Pugachev, 2002) where statistic signification $p = 0.05$, similar to 5% level of discrepancy between experiment and table data. Calculated data show that $\chi^2_{\text{emp.}} \leq \chi^2_{\text{crit.}}$, it means that hypothesis H0 proved true and at the first stage of the pedagogical experiment levels of formedness of students' linguistic and self-educative competence in experimental and test groups don't differ between themselves and can be used for the research which was to be provided.

Identifying evaluation criteria of levels of formedness of students' linguistic and self-educative competence we focused on the activity component which characterizes

foreign language communication self-education and self-organization skills. This criterion has its own set of factors i.e. the measure of criterion formedness.

We classify activity component factors describing the formedness of skills how to put into practice the needs for professional business communication in a foreign language with the help of various language means, namely: the degree of independence in performing actions in various situations, their shift to other kinds of activity; accuracy and quality of statements.

Summing it up, the activity component has three formedness levels of linguistic and self-educative competence: high, middle, low.

The high level means that a student can do practical tasks individually, can choose the system of communication actions in a foreign language individually, can shift them to other kinds of activity, can use language means correctly, can find information necessary for carrying out the tasks quickly and individually, can make conclusions concerning the results of the work, can equally successfully fulfil any role given while working in a group.

The middle level means that a student can do practical tasks by the example of, can shift them to other kinds of activity with or without teacher's help, can use language means with some mistakes, can find information necessary for carrying out the tasks, can make conclusions concerning the results of the work together with a teacher or students, can have difficulties in coordinating mutual activity, makes mistakes in evaluating others, can successfully fulfil the given role while working in a group with the help of a teacher.

The low level means that a student can't find necessary information without the help of a teacher, can't make conclusions concerning the results of the work even with the help of a teacher, can't understand the instruction how to use patterns, can't fulfill tasks even according to the pattern, does not try to negotiate and can't come to an agreement, can't evaluate the results, can't process his ideas into oral speech individually, uses language means incorrectly, can successfully fulfil only the role of a mere performer while working in a group.

CONCLUSION

The findings concerning the formedness of students' linguistic and self-educative readiness activity component demonstrate that during pilot testing at the final stage students in experimental groups with high and middle level made the majority. In experimental groups the number of students with high level is 34.6%, middle level –52.6%, but in the test one –21.6 и 49.12%. All computations certify that purposeful work on developing students' activity component of linguistic and self-educative competence produced good results which mean that project educational technology is an efficient means of its development.

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