

FOREIGN LANGUAGE AS AN EFFECTIVE MEANS OF EDUCATIONAL COMPETENCE FORMATION IN HIGHER SCHOOL

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Abstract: The purpose of the training and educational process in the higher school of the Russian Federation is to prepare a highly qualified specialist. Foreign language is one of the main disciplines for the educational program of the direction 23.03.01. "Oil and Gas Business". The study of this discipline in higher institution involves raising the initial level of foreign language knowledge, achieved at the previous level of education. The realities of modern society require usage of a foreign language not only in our everyday life but also in the professional field. Therefore the implementation of special preparation of students-specialists not only in their field, but also capable of solving professional problems in a foreign language environment is needed. Thus, one of the educational competences (EC) is EC5: ability to communicate orally and in writing in Russian and foreign languages to meet the challenges of interpersonal and intercultural communication, as well as EC-7: the ability to self-organization and self-education. A foreign language is an effective means of forming these competencies. The article presents an overview of the theoretical, the practical and experimental part of the study of the formation of these competencies.

Keywords: Educational competence, process, formation, abstracting, annotation, methodology.

INTRODUCTION

According to the Federal State Educational Standards of higher education in the Russian Federation, the basic educational competencies in the study of discipline "Foreign Language" in higher school are: EC-5 educational competence - the ability to communicate orally and in writing in a foreign language, but also EC - 7 - the ability to self-organization and self-education.

The purpose of this article is to describe the theoretical aspect of the formation of educational competencies: (1) the ability to communicate orally and in writing in a foreign language, (2) the ability to self-organization and self-education, as well as to describe the method of implementing of the process during teaching practice.

The word "formation" means "to give a definite form, completeness; generate addition, education and development" [1].

Various Russian dictionaries (Ozhegova S.I., Shvedova, N.U., Bunimovich N.T.) give the same definition of the word "formation".

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The philosophers define the formation as the category of dialectics and refer it to the process of formation of a material or ideal object. Any formation assumes transition opportunities into reality in the development process [12]. That is the concept of “creation” is described in the context of the concepts of “becoming” and “development.”

The psychologists (Dyachenko M.I., Kandybovich L. A.) interpret it as the concept of “shaping”, determine the “formation” as the process of development, the formation of personality and the process of acquisition of professionally important knowledge, skills and qualities [7].

In pedagogical literature “formation” has a number of formulations:

1. “The process of development and identity formation under the influence of external influences of education, training, social protection; targeted development of personality or any of its aspects, qualities under the influence of education and training; the process of human evolution as a subject and object of social relations” [10].
2. “The process of it as a social individual as a result of socialization and education ...” [11].
3. “The process of becoming a person as a result of the objective influence of heredity, education, family, etc.” (Belkin A.S., Tkachenko E.V.) [3].
4. “Personality change during the interaction with reality, the appearance of physical and socio-psychological neoplasms in the personality structure and therefore change in the external manifestations (shape) of the person, due to which it exists for others” (Podlasey I.P.) [13].

According to the mentioned concepts we consider the development of educational competencies in teaching a foreign language in higher school as a holistic pedagogical process, based on the interaction between teacher and students and aimed at students mastering complex knowledge, skills, motivation formation which is necessary for the effective communication activities in English.

The process of formation of educational competencies during teaching a foreign language has several functions in the general pedagogical theory.

- *Educational function*: Its main point is to focus the process of formation of educational competence of students to ensure the linguistic, sociolinguistic knowledge in order to create communication, information-analytical and creative skills.
- *Developing function*: It reflects the orientation of the process of formation of educational competencies for the development of positive motivation of the student’s personality, their personal qualities and abilities [4]; cognitive abilities and emotional and valuation activities. The development of all these abilities is the groundwork for the development of training and

communication, educational and organizational skills of the students' self-education.

- *Educational function*: Expresses the orientation of the process on the formation of value orientations and norms of verbal and nonverbal behavior, due to the social and cultural specifics of the target language country, all these properties contains the text in the original or the authentic text. It is also necessary to note the orientation of the education of internationalism, the consciousness of self-esteem and respect for others, education needs of initiation to the world culture.

METHODOLOGY

The process of forming and developing the ability to communicate in foreign languages and the ability to self-organization and self-education requires guidelines-methodological approaches, its implementation would contribute to the formation of educational competencies described in the educational standard of the Russian Federation in teaching English as a second foreign language in a higher school.

In pedagogy “methodology” is defined as a set of principles, ideas that form the basis for the study of any phenomena. So, Kharlamov, I.F. defines “methodology” as a set of the source of philosophical ideas that underpin the study of natural and social phenomena, and that a decisive effect on the theoretical interpretation of these phenomena [9].

The structure comprises four levels: philosophical, general scientific, concrete scientific, technological.

The concept of “methodological approach” is determined by scientists from different fields of science: Yudin E.G. and Blauberg I.V., Slastenin V.A. [6, 14].

Methodological approach is a “fundamental methodological orientation of research, as a point of view, which is considered the object of study (a method for determining the object), as a concept or principle governing the overall strategy of research”; as a set of (system) principles, which define a common goal and strategy related activities.

In this study, we base on these definitions and use them in our educational research.

Taking into account the levels of methodology [14], it is important to note that a holistic analysis of the problem of preparation of students to professionally-oriented communication in a foreign language, it is possible when using combination of methodological approaches, corresponding to different levels.

We are interested in the fourth level of the methodology - the technological, at this level; we use the methodology of abstracting technology of authentic scientific and technical texts in a foreign language.

Abstracting technology of authentic scientific and technical texts in a foreign language is actively used when teaching a foreign language in a higher school. Abstracting is a “summary of the content source with a concise assessment; disclosure of status to any. problem on the basis of the review comparing and analyzing multiple sources.” (Kodzhaspirova G.M., Kodzhaspirov A.Y.).

THE EXPERIMENTAL BASE OF THE STUDY

Abstracting technology allows realize the goals of the formation of educational competence: education, educational, developmental.

We organize working with students in several stages, according to the structure of the abstract and the summary: subject heading, the theme, the output, the main idea, the presentation of content, comments.

Students often make informative abstracts, summaries or abstracts, summaries, they set out the basic information in full.

Stage I: Preparatory. At this stage, students choose the text, text material method of by information search method. We advise them to use journals, information sources provided by the Tyumen Industrial University. At this stage the following tasks are solved: raising the level of educational autonomy, the ability to self-education, using multimedia programs, foreign-language resources on the Internet, information and communication technologies to select the optimum mode of obtaining foreign language information and its subsequent processing and presentation.

Stage II: Reading the selected text, the translation of the work using the dictionary. Students write out unknown words, keywords, memorize and pass the teacher.

Stage III: Analysis of the text. The following methods are used: methods of analysis and synthesis. The key concept of this method is the expansion of the phenomenon or object into separate interconnected parts. Students work with texts, mentally divide it into its component parts, analyze each part of the text, allocate functions, define purpose of this part of the text and its communicative intention.

Stage IV: Students distinguish the main idea, present it and do not make any comments, keywords and phrases.

Stage V: Synthesis, compression of the selected material. The students draw up the text in sequence, according to the proposed plan of the teacher. For example, when annotating, we propose the following plan and the following expressions - clichés:

1. Introduction: (Title, author’s name, title of the article, the text, the output of the source (magazine or newspaper, month and year of publication, place of publication, volume, page).

Expressions cliché:

The article is entitled ...

The author of the article is ...

It was written by ...

The article was published in ...

2. Field of knowledge to which the information material.

Expressions cliché:

The article refers to the field of ...

The article is supplied with a diagram, a table, a picture....

3. The main idea, the idea of information material.

Expressions - cliché:

The main key-note of the article is ...

The author addresses himself to

4. Summary abstracted source.

At the beginning of the article the author informs us about ...

The author draws a conclusion saying that ...

Summing it up, the author ...

5. Conclusions abstract or summary of the originator. Here, students express their opinion related to the text, the author, agree or disagree with his point of view, point to the purpose of the article.

Expressions - cliché:

I find the article (interesting, gripping ...)

The author is absolutely right saying that ...

The author, to my mind, misrepresents the situation / the facts.

The author fails to persuade me that ...

I do not agree with the author.

The article is aimed to acquaint the readers with ...

The article is intended for a wide range of readers/for students of ... faculty/
for people interested in ...

RESULTS

When evaluating this work and characteristics of the degree of development of skills of educational competencies 5 and 7, we have identified the following indicators:

1. independence of discussion, reasoning, posing problematic issues [2, 7];
2. completeness, consistency (Lerner I.Y., Ogorodnikov I.T., Skatkin M.N., Serikov V.V. and others);
3. specific, generalized (4);

We define some concepts:

- “the common ability” we understand “the relation to the knowledge of the general, special and single” [8];

- “consistency” - the quality of the body of knowledge that is characterized by the presence in the minds of the structural and functional connections between heterogeneous elements of knowledge [15];

On the base of mentioned indicators, we have identified three levels of formation of educational competencies 5 and 7.

- High level - Student has a full, communicative foreign-language knowledge and skills alone can do the task without the help of the teacher, using the instruction sets goals and reaches them
- Intermediate - the student has enough full, conscious communicative foreign-language knowledge and skills alone can do the task, sometimes resorting to teacher instructions.
- Low level - Student has a separate, complete communicative foreign-language skills and knowledge, is not able to set a goal, he cannot do the task on their own, he cannot use the instruction.

According to the study it should be noted that at the initial stage of experimental work (in 2015) the number of students from low and middle level of development of educational competencies 5 and 7, the majority - 40 and 60%, while in the final phase of the work (in 2016) The number of students from middle and high were 80% and 20%.

CONCLUSION

Thus, it can be argued that we have chosen a methodological approach, namely abstracting technology and annotation of authentic scientific and technical texts is effective as a stimulus to the positive motivation of students, contributes to the cognitive activity of students, Authentic texts - a valuable source of knowledge in the professional field, the source of the modern professional vocabulary of phraseology, phrases, clichés, helps expand horizons of students, development of informative search skills, skills of self-organization and self-education, and as a consequence of all this - an increase of communicative foreign language competence, and thus the formation of educational competencies: the ability to communicate orally and in writing form in a foreign language and the ability to self-organization and self-education.

Disclosure Statement

No potential conflict of interest was reported by the authors.

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