

FORMATION OF META-SUBJECT RESULTS IN TEACHING A FOREIGN LANGUAGE

Lilia Rashidovna Mustafina¹

1. Без степени, старший преподаватель, кафедра иностранных языков, Отделение юридических и социальных наук, Высшая школа экономики и права, Набережночелнинский институт (филиал) КФУ
2. LRMustafina@kpfu.ru, тел. 8-917-259-67-67
3. 56426233900
4. 0000-0001-5850-5747

Liliya Rustamovna Slavina¹

1. Кандидат филологических наук, доцент, кафедра иностранных языков, Отделение юридических и социальных наук, Высшая школа экономики и права, Набережночелнинский институт (филиал) КФУ
2. LRSlavina@kpfu.ru
3. 56333465500
4. 0000-0002-5873-4504

¹*Kazan Federal University*

e-mail: LRMustafina@kpfu.ru

Tel.: 8-917-259-67-67

Abstract

The modern system of national education, developing in the competence paradigm, puts on the agenda the issue of the need to form students' communicative skills that belong to the category of key competencies of a metasubject nature. The article discusses the methodological features and pedagogical conditions for the formation of metasubject skills of schoolchildren in foreign language lessons. An attempt is proposed to determine the characteristics of the metasubject approach, including a complex of personality traits that provide the student with the ability to act in a given communication situation at the level determined by the age-related psychological characteristics and the possibilities of the social experience of a younger student. The authors used the following research methods: by means of the study and generalization of pedagogical experience and the survey method, the communicative, regulatory - behavioral and motivational characteristics of a younger student, which must be taken into account when introducing pedagogical technologies focused on meta-subject results in foreign language lessons, are concretized, The analysis of the real practice of educational activity is aimed at establishing a set of features of the pedagogical support of the metasubject approach within the framework of the "Foreign language" discipline in primary school. Based on the analysis of scientific literature on the problem of research and empirical experience, a number of strategies have been identified that ensure the effective implementation of meta-subject results in younger students in foreign language lessons.

Key words: meta-subject, competence, cognitive component, motivational component, communication skills, teaching foreign languages, regulatory and behavioral component.

1 INTRODUCTION

The 21st century society is characterized as a knowledge society or an information society where information is the key element of production and, undoubtedly, has the highest economic value in modern conditions of globalization. Knowledge, independent acquisition and processing of information is becoming less and less the prerogative of school education: competitiveness in the modern labor market means mastering and handling unique knowledge. [1] The ability to learn (self-education) is a necessary factor in personal growth and a guarantee of subsequent professional demand. This postulate defined the concept of “Lifelong learning” of UNESCO World Report «Towards Knowledge Societies» [2], in which one of the key competencies is the LEARNING-TO-LEARN competency. Modern realia and technological progress determine the failure of the traditional model of education, where the teacher conveys existing knowledge, and the student in their turn is a passive object of learning. The rapid obsolescence of knowledge shows that the ability to learn and critically comprehend the huge amount of information available is a necessary skill of a modern individual.

Designed in 2010 the second-generation federal state educational standard identifies personal and meta-subjects results as key learning outcomes (along with traditional subject ones).[3] Under meta-subject results we understand the universal learning activities (ULA) mastered by students, providing mastery of key competencies that form the basis of the ability to learn, and intersubject concepts.

In our practice of teaching a foreign language in elementary school, we refer to the Federal State Educational Standard, in which meta-subject educational results are universal methods of activity - cognitive, communicative, standards-compliant, applicable both in the educational process and in solving problems in real life situations. At the same time, Federal State Educational Standards (FSES) of primary general education determines only the requirements for the planned learning outcomes of primary school students, but does not formulate the learning outcomes themselves. The last are indicated in the basic educational curriculum of primary

general education, which presents: basic skills (66) such as 1) identity (13); 2) standards-compliant (9); cognitive (15); 3) communicative (10); 4) reading comprehension (19), as well as ones with advanced skills (44) – “the graduate will have the opportunity to learn”. Thus, by the end of primary school, primary school students should have about 66 to 110 skills.

The purpose of the experimental part of the work is to determine the degree of formation in primary school students of the skills and abilities proposed by the Federal State Educational Standard. [4] The special interest of our study is aimed at the formation of communicative competencies as part of meta-subject results in a primary school on the subject of a foreign language. An experiment is proposed in the form of a survey and analysis of training materials, which allows to identify problems in their development and to adjust the educational process in such a way as to ensure the creation of all the planned learning outcomes.

2 METHODS

On the basis of the materials and conclusions of the theoretical part of the study in order to determine the characteristics and level of development of communicative skills of students in primary foreign language education, we have framed a further study in the direction of assessing the level of formation of meta-subject result components, in particular, communicative skills (communicative competence) among students. The study involved 60 primary school students (Russia, the Republic of Tatarstan)

The method of summative assessment was chosen for the experiment, the main purpose of which is to establish the presence or absence of the phenomenon under study in certain controlled conditions, measure its quantitative characteristics and give a qualitative description. Under the studied phenomena, we understand the characteristics of the level of formation of the components of communicative skills in the framework of the meta-subject approach. In foreign language education, traditionally, the main attention is paid to the assessment of verbal communicative competence, and existing methods allow determining the level of proficiency in it. These methods include tests by T. A. Fotekova [5], which allow us to determine the cognitive linguistic component of communicative competence. We also conducted a

survey according to the method of A. I. Shemshurina [6] (modified questionnaire) to identify emotional sensitivity, as well as showing the children's knowledge of etiquette formulas and the ability to use them in communication situations. It should be noted that there are some questionnaires and tests to determine personal characteristics in communication, personality and communicative properties, social motivation in the field of communication, self-esteem, self-esteem, self-esteem and psychological defense. These are, for example, such techniques as SSIC (self-regulation and the success of interpersonal communication), SIT (social intelligence test), COSCOM (measurement of communicative and social competence). As a result, we used: the methodology of T. A. Fotekova, lexical and grammatical tests in English, to determine the level of formation of the cognitive component of the communicative competence in Russian and English. A survey according to the method of A. I. Shemshurina (modified questionnaire) was performed to identify emotional sensitivity and ability to empathy. The methodology, which was based on the modified Rene Gille's methodology [7] and tasks for diagnosing the level of formation of social and communicative competence, was chosen to determine the level of motivational component (by indicators: need for communication and positive attitude to cooperation) and the regulatory and behavioral component of communicative competence (by indicators : the ability to build their behavior in accordance with the communication situation; the ability to take into account the opinion of the interlocutor; the ability to be polite; the ability to empathize with the interlocutor and conflict, aggressiveness). The observation method was used to control the behavior of students in various situations of business and free communication in order to identify the practical use of knowledge and skills for all identified components of communicative competence.

As part of the study, we reviewed and evaluated the formation of the following results:

1. the development of the ability to plan speech and non-speech behavior;
2. the development of communicative competence

3 RESULTS AND DISCUSSION

3.1. Determining the level of formation of cognitive skills in the meta-subject framework.

To determine the level of proficiency of fourth-grade students in the Russian language (that is, the level of formation of the cognitive component of communicative competence), the tasks developed by T. A. Fotekova were used. Studying the level of formation of the cognitive component of communicative competence as part of a meta-subject result of fourth-grade students included controlling the formation of the grammatical structure of speech, word-formation processes, speech consistency, understanding of logical and grammatical relationships, as well as knowledge of the most common speech formulas for various communication situations. Three levels were distinguished: high, medium and low. The table shows the characteristics of different levels. Let us enlarge on the characteristics of these levels in Table 1.

Table 1. Characteristics of levels of meta-subject cognitive component.

High level	Intermediate level	Low level
<ol style="list-style-type: none"> 1. The correct use of words (taking into account the grammatical features of various parts of speech). 2. Spelling rules usage. 3. The correct position of punctuation marks. 4. When checking phrases / sentences, the ability to find (and correct) errors is manifested. 5. Ability to use various language means. 6. Rewriting the text in accordance with the task. 7. Analysis and correction of the read text. 8. The ability to build their own answer. 9. The ability to express one's thoughts in a 	<ol style="list-style-type: none"> 1. Words in phrases and sentences sometimes do not agree 2. The presence of spelling errors in unchecked words. 3.punctuation is not always correct 4. The ability to find a mistake only under the guidance of a teacher. 5.Limited vocabulary. 6. Difficulties in the analysis and correction of the text. 7. Difficulties in retelling. 8. Inconsistency, sometimes inconsistency of phrases in the presentation of their point of view. 9. The text written by the student is perceived 	<ol style="list-style-type: none"> 1. Mistakes in matching words in phrases and sentences. 2. Frequent spelling errors. 3. Major mistakes in punctuation. 4. Problems with search and correction of mistakes. 5. The vocabulary is limited. 6. Text analysis is successful only under the guidance of a teacher. 7. Difficulties in retelling the text. 8. Answers are usually syllable. 9. The written text may not contain an introductory part connecting words or sentences and an

textual unity.	entirely.	ending.
----------------	-----------	---------

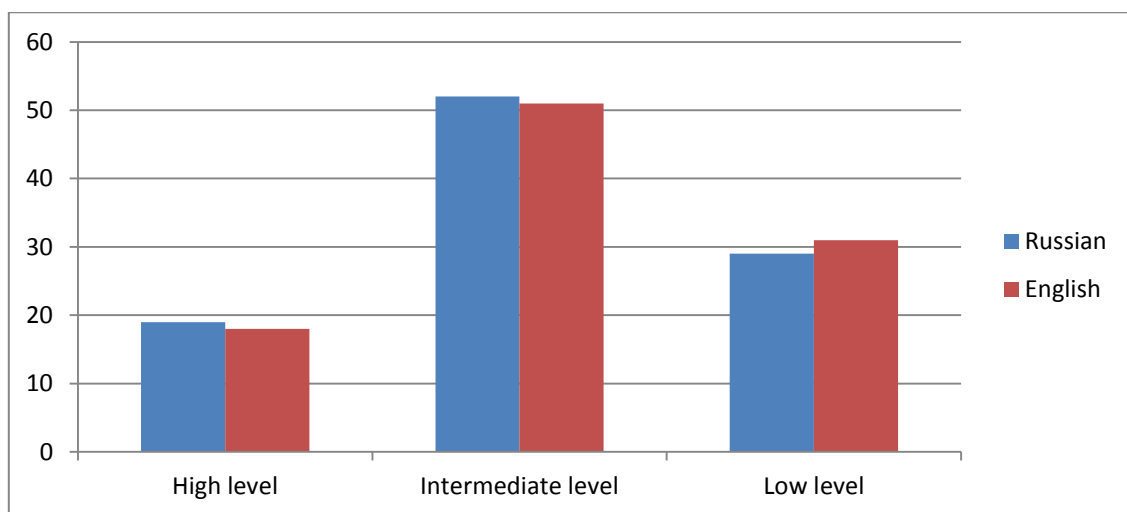
Quantitative and qualitative analysis of the formation of the cognitive component of communicative competence (in the field of the Russian language proficiency) showed the following results: high level - 19% (12 students); the average level is 54% (32); low level - 27%. (16) To determine the level of proficiency of a foreign (English) language of students of the fourth grade, lexical and grammatical testing was conducted. The test included tasks aimed at assessing:

1. Vocabulary (vocabulary; the correct use of words in collocations, set expressions; knowledge of the “functional language” (“functional language” is the “service language” used in assignments when students communicating);

2. Grammar (word order in a sentence; tense forms of verbs; verbs; the use of auxiliary verbs in interrogative and negative sentences; plural forms of nouns; the use of articles.

The levels of formation of the cognitive component of communicative competence (in the field of the English language proficiency) divided up as follows: high level - 17% (10 students); the average level - 52% (30 students); low level - 31% (20 students).

Diagram 1. Comparative analysis of cognitive competencies of primary school students



When comparing assessments of cognitive skills, we can say that they are quantitatively close and those students who perform well-grounded knowledge in

Russian have the same high level of metasubject cognitive component in English (Diagram 1).

3.2 Determining the level of formation of conative and regulatory-behavioral components of meta-subject

To determine the maturity level of such components of the meta-subject competence, as motivational and regulatory-behavioral in younger schoolchildren, we used the modified Rene Gilles method and questionnaires according to the method of A. I. Shemshurin (modified questionnaire). The results of these surveys answered the questions about how well the children know and use etiquette formulas in communication, and also revealed emotional sensitivity and ability to empathy. Definitely, the ability to communicate with a younger student is manifested in family relationships, in relationships with classmates and teachers. The conative component is manifested in communication needs (with peers and adults) and positive (not negative) attitude towards cooperation.

The standard-behavioral component is considered as: - the ability to structure their behavior in accordance with the communicative task and the communication situation; - the ability to listen to the point of view of the interlocutor, even if it differs from their own point of view; the ability to take into account the opinions of other people; - the ability to select words and expressions taking into account the situation of communication; the ability to be polite; - the ability to express their attitude to the situation (if necessary) and empathize with the interlocutor.

In assessing the responses of students, we used the scale: - characterized positively, - varies depending on the situation / there are some problems, - characterized negatively. Based on the results of the test, we were able to get a fairly detailed picture of the formation of conative and regulatory-behavioral components of communicative competence. Table 2 proposes summary characteristics of conative and regulatory-behavioral components of the communicative element of meta-subject of 60 students of the fourth grade at the ascertaining stage.

Table 2.

Components	Indicators	The data received	The received	The data received
Competence		are characterized	data varies	are characterized

		positively.	depending on the situation	negatively	
Conative	Need for communication	45%	44%	11%	
	Positive attitude towards cooperation	30%	40%	30%	
Regulatory-behavioral	The ability to structure their own behavior	19%	60%	21%	
	The ability to take into account the opinion of the interlocutor	20%	57%	13%	
	The ability to be polite	40%	40%	20%	
	The ability to empathize with the interlocutor	18%	56%	36%	
	Proneness to conflict, aggressiveness		Non-conflict behavior	It depends on the situation	Conflict behavior
			44%	20%	36%

On the basis of the data we were able to draw a number of conclusions. The level of development of the cognitive component of communicative competence of primary school students in the field of language and speech skills in general can be assessed as satisfactory. More than half of the students in the experimental and control groups demonstrated intermediate level knowledge (58% and 60%) in the field of their native language; and below the average level of 35-40% in the field of a foreign language. Students, in accordance with the standard, have either an equally low or equally high level of proficiency in language and speech in Russian and in a foreign language. Another part of the cognitive component (such as knowledge of etiquette, cultural and ethno-national traditions associated with good communication practice) is usually formed at lower levels in younger students.

The least favorable picture is observed from the point of view of the formation of the regulatory and behavioral component of communicative competence of younger students. Particularly noteworthy are indicators such as conflict, aggressive behavior in groups (36%); inability to be polite in communication (36%); insufficient ability to build their own behavior taking into account the situation (20%). The

results obtained at this stage of the study once again confirm that the potential of primary teaching a foreign language is far from being fully realized in the most important part of the work to develop students' communicative competence, namely due to inefficient attention in a holistic framework. The work is devoted to the formation of its normative-behavioral component, which requires further adjustment of pedagogical technologies of primary education in foreign languages.

To confirm these findings, we conducted an interview with teachers of the junior block, where questions were asked about the formation of meta-subject results of younger students. In this context, teachers talk about the regulatory and behavioral component as the most important in the formation of communication skills in the framework of meta-subject. At the same time, assessing the possibilities of primary teaching a foreign language in the formation of communicative competence, teachers put the components of the cognitive component first. Therefore, in the general system of work on the formation of communicative competence in primary education in a foreign language, special attention should be paid to the regulatory-behavioral and cognitive components.

4 SUMMARY

Based on the scientific research of Russian [8, 9, 10] and foreign [11, 12, 13] scientists, we came to the conclusion that the meta-subject approach should be methodologically based on age-related characteristics of child psychology. Foreign language lessons based on meta-subjects represent the formation of the following interdisciplinary cognitive skills in students:

- theoretical thinking (generalization, systematization, definition of concepts and classification);
- information processing skills (analysis, synthesis, interpretation, evaluation, argumentation and the ability to shorten the information);
- critical thinking (the ability to see logical inconsistencies, unspoken positions, etc.);
- creative thinking (information transferring and projection, the combination of known methods of activity with new ones);
- the quality of thinking (flexibility, ability to transfer the information wider, etc.).

Four groups of strategies are distinguished in the foreign language education of a primary school student in the framework of the meta-subject approach: a) motivating and regulatory strategies [14]; b) ICT and psychotechnical strategies based on linguistic-cognitive, linguistic-cultural and speech-cognitive mechanisms of linguistic activity [15]; c) visualization strategy as a way to develop a sense of language and language practice; d) strategies of semantic reading as a way of forming discursive - communicative and cognitive skills.

The tasks that are set should correspond to age-related characteristics and stimulate their regulatory - behavioral and cognitive activity. The work should include the following educational activities of students:

1. Actualization of the student's life experience.
2. Determining the purpose of the lesson and motivation to solve a problem situation
3. Inclusion of speech-cognitive and metacognitive activity and creative capabilities of the student.
4. Creation of associations, semantic image of representations, that is, personal meaning.
5. Reflection and summarising.

In other words, to achieve the set goals, the meta-subject educational activity should be structured so that students act as its active subjects, i.e. they have the skills to search for information, analyze and systematize it, and the ability to visualize the results obtained (for example, info graphics). The results of the work should be presented in the classroom for learning by other students and subsequent collective discussion. It is also important that the activity approach has a positive effect on the assimilation of educational material and the personal development of students.

5 CONCLUSIONS

The modern system of Russian education, developing in a competence paradigm, puts on the agenda the question of the need for students to develop communicative skills as a communicative competency, classifying it as a key meta-subject competency. Meta-subject approach is an integrative characteristic that includes a set of

personality traits that provide a person with the ability to act in a given communication situation, willingness and ability to use existing experience in solving assigned communicative tasks - at a level determined by age-related psychological characteristics and social experience and capabilities of a primary school student, and taking into account age restrictions of cognitive-speech nature.

Another aspect of the meta-subject is ICT (Information and communication technologies) approach. This approach should be implemented in the context of the modern paradigm of informatization of society, take into account the factors of the influence of the information society on the mental and speech development of students and prepare them for future activities in the information world. The prevalence of mosaic thinking in the modern information society means a special type of perception and processing of information. The presentation of information, in our opinion, should be as close as possible to the type of creolized text, in which the text is presented in the form of key maxims and is accompanied by a visual support - an image. Creolized text is a necessary visual and verbal support in the perception of huge amounts of information.

Meta-subject competencies are also formed in game situations, for example, in a board game, in which the knowledge of the vocabulary on the topic and the skills of dialogic and spontaneous speech are also checked. In addition, in this task, meta-subject knowledge is updated (food, cultural features and regional geographic remarks).

Meta-subject educational activity contributes, in our opinion, to the formation of the basic principles of critical thinking, to the ability to single out the semantic essence of information, to succinctly present it in visual and verbal forms, as well as the ability to analyze it. Thus, the meta-subject approach allows us to actively interpret educational material, in particular, in the disciplines of the humanitarian profile.

6 ACKNOWLEDGEMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

BIBLIOGRAPHY

- [1] S.Y. Tan, D. Al-Jumeily, J. Mustafina, A. Hussain, A. Broderick, H. Forsyth, "Rethinking our education to face the new industry era", 10th International Conference on Education and New Learning Technologies, pp. 6562-6571, 2018.
- [2] UNESCO World Report «Towards Knowledge Societies»
URL: <https://unesdoc.unesco.org/ark:/48223/pf0000141843?posInSet=2&queryId=b4e28dc9-18ac-49d4-916e-4e5ca6a4a8b3>
- [3] Decree "On the approval of the federal state educational standard of basic general education", as amended by the order of the Russian Ministry of Education and Science dated December 29, 2014. № 1644
URL: <https://legalacts.ru/doc/prikaz-minobrnauki-rossii-ot-29122014-n-1644/>
- [4] Decree of the Ministry of Education and Science of Russia dated December 31, 2015 N 1577 "On Amendments to the Federal State Educational Standard of Basic General Education, approved by order of the Ministry of Education and Science of the Russian Federation of December 17, 2010 N 1897"
URL: <https://legalacts.ru/doc/prikaz-minobrnauki-rossii-ot-31122015-n-1577/>
- [5] A.T. Fotekova, Testing methodics for the diagnosis of oral speech of primary school students: resource book, Moscow: Iris-Press, 2007.
- [6] A.I. Shemshurina, The system of ethical education of students, Moscow: LATMES, 1996.
- [7] Rene Gille's testing methodics. URL: <http://testoteka.narod.ru/pm/1/05.html>
- [8] A.V. Khutorskoy, The meta subject "Numbers": a resource book for elementary school teachers: 2nd ed., revised and added, Moscow: Eidos Publishing House, 2012.
- [9] I.E. Devyatova, Meta-subject matter as a new value of education. Science and education: preserving the past, creating the future: collection of articles of the XV International scientific-practical conference: in 3 parts, Penza, 2018.
- [10] E.A. Barinova, Meta-subject approach in education and meta-subject skills. Training and education: methods and practice. No. 8, 2013.
- [11] R.K. Nielsen, Global Mindset as Managerial Meta-competence and Organizational Capability: Boundary-crossing Leadership Cooperation in the MNC. URL: <https://research.cbs.dk/en/publications/global-mindset-as-managerial-meta-competence-and-organizational-c>
- [12] J. Mathews, A Meta Competency Analysis, 2013. URL: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2363301
- [13] M.T. Morpurgo, Beyond Competency: The role of professional accounting education in the development of meta-competencies, Athabasca University, Dissertation for the degree of Doctor of Business Administration, 2015.
- [14] O. E. Shapovalova, "Studying the attitude of primary schoolchildren towards learning Elementary school" № 1. pp. 22-28, 2010.
- [15] V.N. Sharapov, "Information technology in the process of teaching younger students", Science and School, № 5, 2012.
URL: <https://cyberleninka.ru/article/n/informatsionnye-tehnologii-v-protssesse-obucheniya-mladshih-shkolnikov-1/viewer>

Мустафина Лилия Рашидовна родилась 25 августа 1980 года в г. Набережные Челны. В 1997 году поступила на факультет иностранных языков Казанского Государственного Педагогического Университета, который окончила в 2002 году. В этом же году начала работать ассистентом на кафедре иностранных

языков ИНЭКА. В настоящий момент занимает должность старшего преподавателя кафедры иностранных языков НЧИ КФУ.

Славина Лилия Рустамовна родилась 14.10.1975 в г. Набережные Челны. В 1998 году окончила Елабужский Государственный Педагогический Институт по специальности «Филология». С 2000 года работала в КамПИ, с 2012 года в Набережночелнинском институте (филиале) КФУ на кафедре иностранных языков. В 2005 году по результатам защиты диссертации присвоена научная степень кандидата филологических наук. В 2008 году присвоено звание доцента кафедры иностранных языков. Имеет более 40 публикаций, участвует в грантовых проектах.