

FOREIGN LANGUAGE COMPETENCE OF THE FUTURE PEDAGOGUES

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ABSTRACT

Analysis of the foreign language competence at the current stage of development of higher pedagogical education becomes more and more topical. In this paper the requirements of the federal educational standards of pedagogical education and the professional standard of a pedagogue to formation of the foreign language competence in students mastering the non-linguistic pedagogical specialties are specified. Analysis of understanding of the foreign language competence by researchers has been performed; the author's structure of the foreign language competence of future pedagogues is presented. The following sub-competences are distinguished as its structural components: linguistic, discursive, colloquial, pragmatic, information-technological, strategic, socio-cultural, personal-creative. The result of analysis of the level of development of the foreign language competence structural elements and kingdoms of results of analysis of the level of development of the foreign language competence structural elements in students of the first and second courses of non-linguistic pedagogical specialties are presented. It was established that the level of such structural elements of the foreign language competence as linguistic, discursive, colloquial, pragmatic, information-technological, strategic, socio-cultural, personal-creative sub-competences in students of sample being considered fall within the advanced level of development. The strategic sub-competence representing the ability to use the verbal and nonverbal communication strategies for compensation of the missing knowledge in the conditions of the linguistic communication as well as abilities relating to the linguistic creativity fall within the area of the optimal level of development which necessitates creation of the psychological-pedagogical conditions for development thereof.

Key words. Foreign language competence, structural elements of the foreign language competence, sub-competencies

1. INTRODUCTION

1.1. Requirements to the foreign language competence of future pedagogues

The new requirements to the quality of school education, the federal state education standards (FSES), the professional standard of a pedagogue call for changes in the organization, content, methods and scope of the pedagogues training.

FSES-3, FASES-3 + (draft) for the degree program "Pedagogical education" call for revision of the approaches to preparation of future pedagogues for necessitate revision of approaches necessitate preparing future teachers to master a foreign language. The practical mastering by the future pedagogues of a foreign language not only as a language of international communication but as a tool of the professional-personal development becomes more and more topical. This is provided for in the formulation of the universal competence that shall be mastered by a future pedagogue: able to communication in the oral and written forms in the Russian and foreign languages for solution of the tasks of interpersonal and intercultural interaction [19, 17]. This actualizes the development of the foreign language communication competence which in its turn necessitates clarification of the operational definitions, the structure of the competence under investigation and establishment of its relation to the readiness to use the foreign language options for self-education and by performance of professional actions provided by the professional standard of a pedagogue: "the use of the foreign language sources of information, translation tools, pronunciation together with the students" [16].

1.2. Understanding of the professional-communication competence

For quite long the foreign language competence (FC) has been the subject of the research studies: M.K. Kabardov [8], A.V. Khutorskoy [20], I.A. Zimnyaya [6], N.A. Proshjanz [18], I.I. Galimzyanova [5], A.I. Kurpesheva [10], M.D. Ilyazova [7], A.V. Gizatullina [1], A.S. Andrienko [3], E.B. Mikhaylova [12]. At the current stage of development of higher pedagogical education the study thereof gains in topicality. As noted by T.A. Kostyukova, A.L. Morozova, in the modern conditions of development of the higher pedagogical education it does not suffice to limit oneself to the linguistic and socio-linguistic FC aspects without paying due regard to the professional orientation of the linguistic training of future specialists [9]. According to E.G. Nikitina, the professional-foreign language competence is considered as the unity of the three components: motivational-value; cognitive-pragmatic and emotional-volitive ones [14]. In the studies by E.I. Baguzina the following FC components are specified: linguistic, discursive, strategic, socio-cultural, pragmatic and personal ones [4].

1.3. The author's understanding of the foreign language competence of future pedagogues

IC is considered by researchers as a complex, multi-component formation; at that the scientists focus on the professional orientation of the foreign language competence of future specialists during the linguistic training.

The necessity arises to define the author's model of FC in the students – future pedagogues [15, 2]. We understand FC as an integrative personal-professional formation that determines the ability and readiness of a student for creative solution of the practically-oriented and information-communication tasks in the sphere of professional activity and the foreign professionally-oriented communication with the foreign language speakers in the conditions of the foreign language

environment. We distinguish the sub-competences as its structural components: linguistic (mastering the vocabulary, grammar, phonetics, orthography); discursive (mastering the connected, logical organization of speech and written texts); colloquial (ability to speak coherently, without effort, at natural tempo, without long pauses for seeking the linguistic forms upon receipt and transmission of professional information); pragmatic (ability to deliver the communication content according to the social context); information-technological (ability to perform search for the professionally relevant information from different sources, to efficiently use the foreign language information Internet-resources in the course of the professional activity); strategic (ability to use the verbal and nonverbal professional communication strategies for compensation of the missing knowledge in the conditions of the real linguistic communication); socio-cultural (knowledge of the socio-cultural context in which the language is used, ability to establish the foreign language professional communication adequately to these peculiarities); personal-creative (ability to increase the level of the foreign language proficiency, ability to self-development during the independent exploratory and creative activity).

2. PROCEDURE

At the stage of analysis of the initial level, the structure and content of FC in students – future pedagogues the structural elements, criteria and indicators as well as methods of assessment of the foreign language competence were defined as the subject of the research.

Recording of the results of observation and the expert evaluation of the oral and written activity of students was performed with the use of the 'Map of assessment of the students' linguistic competence' that was designed by us. The level of development of each of the sub-competences was estimated according to the 10-point scale. The resulting level of development of the FC indicators was defined as the mean average of the figures obtained during the expert evaluation of different kinds of tasks executed by the students.

During investigation of the cognitive component of the students' FC the linguistic and communication test tasks were used as well as the expert evaluation of the speech activity; the summarizing data were recorded in the observation chart and estimated as the mean average of the estimates obtained during evaluation of different linguistic and communication test tasks.

In the studies of the operational-pragmatic component of the students' FC the linguistic and communication test tasks were used as well as the expert evaluation of the speech and written activity that assessed such structural elements of FC as linguistic, discursive, colloquial, pragmatic, strategic, information-technological and socio-cultural sub-competences that in fact represent the content of the operational-pragmatic FC component. The resulting data are recorded in the observation chart and are estimated as the mean average of the estimates obtained during analysis of the competences under investigation.

In the studies of demonstration in students of the motivational-value FC component the adapted methodology by M.I. Lukyanova, N.V. Kalinina was used [11]. For investigation of the emotional-volitive and reflexive FC components in students the method of self-regulation and evaluation of the training-professional activity (adaptation of the methodology "Behavior self-regulation style – 98" V.I. Morosanova) was used [13].

3. RESULTS

During analysis of the initial level of the FC structural elements in students (the test group included 739 students of the 1 and 2 courses of non-linguistic specialties studying according to the degree program "Pedagogical education", the degree level – baccalaureate). At the first research stage the students were identified that demonstrated high level of foreign language skills according to the results of practice tests. The high level of the foreign language skills was demonstrated by 120 students which makes 16,2% of the total sample.

At the second research stage the results were obtained that represented the degree of each of sub-competences incorporated in the FC structure. The average values of its indicators by groups were calculated.

The analysis of indicators of the FC structural elements in the students from the sample under investigation showed that most of the FC structural elements fall within the area of the advanced level of development – from 6,07 to 7,65 points. Higher level of development was identified in respect of the colloquial sub-competence representing the students' ability to speak coherently, without strain, at natural tempo, without long pauses for seeking the linguistic forms upon receipt and transmission of professional information - 7,65 points; as well as of the pragmatic sub-competence representing the student's ability to deliver the communication content according to the social context - 7,4 points. The strategic sub-competence representing the ability to use the verbal and nonverbal communication strategies for compensation of the missing knowledge in the conditions of the linguistic communication lies within the area of the optimum level of development - 5,95 points. Thus, the capabilities relating to the linguistic creativity of students, namely – ability to demonstrate creativity by writing a report or a business letter (5,4 points); ability to demonstrate variability and uniqueness of the verbal solution in the oral speech and written texts (5,8 points) lie at the optimum level of development.

4. DISCUSSION

The analysis of results of the FC component manifestation in students – future pedagogues – allows stating that the cognitive FC component representing the professional and linguistic knowledge is at the advanced level of development (72,3 points) as well as the operational-pragmatic component representing the ability to perform the foreign language professional communication (68,7 points), the motivational-value component representing the training-professional motives and values - 63,8 points. The highest level of development was demonstrated by the cognitive FC component which is indicative of the prevalence of the 'knowledge' model while mastering the discipline 'Foreign language' within the pedagogical education. The reflexive FC component representing the ability to self-analysis, ability to independently determine the own training path - to set goals, to bear responsibility for the final result of mastering a foreign language by students - future pedagogues – lies at the optimum development level - 57,8 points.

In the group of students with the high level of the foreign language proficiency according to the expert evaluation of the products of the oral and written activity the high level of development of linguistic and communication skills constituting the linguistic and communication capabilities was identified. However, only 60,3% of students of the 1st course and 62,9% of students of the 2^d course from the sample under investigation demonstrated the high level of the linguistic creativity. 95,5%

of students with the high level of the foreign language skills demonstrated prevalence of motivation towards acquisition of knowledge in a foreign language; 93,3% – high motivation towards mastering the profession. From 85% to 90,8% of students with the high level of the foreign language proficiency feature the high level of development by particular indicators constituting the intellectual component of the talent for languages. The obtained results revealed the linguistic aptitude features by all the specified criteria in 74 students which makes 10% of the student sample and 61,7% of the number of students that demonstrated the high level of the foreign language skills according to the results of the practice tests.

5. CONCLUSIONS

Thus, the structural elements of the foreign language competence (the linguistic, discursive, colloquial, pragmatic, information-technological, socio-cultural and personal-creative sub-competences) in the student sample under investigation lie at the advanced level. The strategic sub-competence representing the ability to use the verbal and nonverbal communication strategies for compensation of the missing knowledge in the conditions of the linguistic communication as well as the skills relating to the linguistic creativity of students fall within the area of the optimum development level which necessitates the creation of the special psychological-pedagogical conditions for the development thereof.

6. SUMMARY

The practice of formation of the FC in students – future pedagogues – is to a large extent determined by the issue how to arrange the training process, with the use of which forms and methods to involve the students in the training-professional foreign language activity. The content, forms and methods of work shall provide for the optimal educational space for the active, free and creative self-development of students ensuring the variability and openness of the training process which provides a student with the freedom of choice of the training-professional foreign language activity. The 'Foreign language' discipline is secondary to the students of the non-linguistic pedagogical specialties, thus, in order to make the training process most efficient and targeted a teacher shall realize the exact role and place of a foreign language in the life and activity of a future specialist. The 'Foreign language' discipline lying beyond the sphere of the direct profession-oriented interests shall act as the tool for studying another subject area which necessitates clarification of the content of teaching this discipline at a pedagogical university. During the process of studying a foreign language the students – future pedagogues – to a large extent master those FC components that are related to mastering the knowledge, ability to handle them in the foreign language professional communication, ability to perform self-regulation of the training-professional activity.

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