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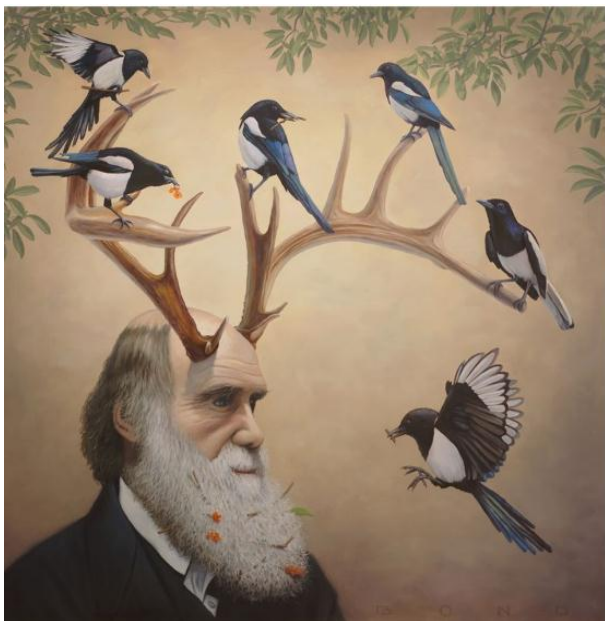
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An elective course as a way of forming foreign language linguistic competence

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Abstract

This article is devoted to the problem of formation of linguistic competence of students of the Institute of Philology and Intercultural Communication of Kazan Federal University through the elective course fundamentals of Testology in teaching foreign languages as a method. It is experimentally proved that the students who chose the elective course, deepening knowledge in the field of a foreign language, during the semester significantly improved performance in such areas as speaking, vocabulary and grammar, listening, writing and reading. In conclusion, the course Testology can be an effective means of forming the linguistic competence of students of Kazan Federal University.

Keywords: Teaching, Methodology, Elective, Course, Linguistic.

Un curso electivo como una forma de formar competencia lingüística en lenguas extranjeras

Resumen

Este artículo está dedicado al problema de la formación de la competencia lingüística de los estudiantes del Instituto de Filología y Comunicación Intercultural de la Universidad Federal de Kazan a

través de los fundamentos del curso electivo de Testología en la enseñanza de lenguas extranjeras como método. Está probado experimentalmente que los estudiantes que eligieron el curso electivo, profundizando el conocimiento en el campo de un idioma extranjero, durante el semestre mejoraron significativamente el rendimiento en áreas como hablar, vocabulario y gramática, comprensión auditiva, escritura y lectura. En conclusión, el curso Testología puede ser un medio eficaz para formar la competencia lingüística de los estudiantes de la Universidad Federal de Kazan.

Palabras clave: Docencia, Metodología, Electiva, Curso, Lingüística.

1. INTRODUCTION

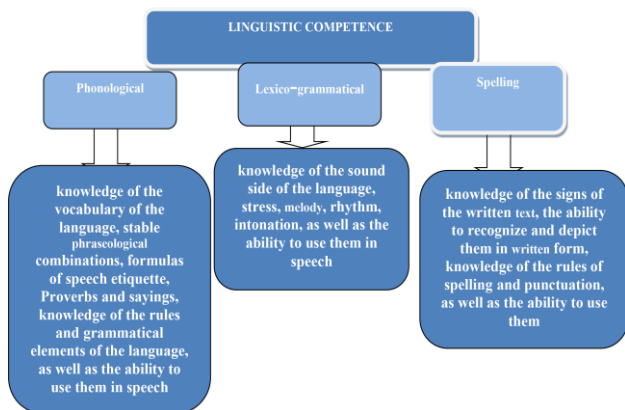
Modern society makes increased demands on the speech activity of University graduates, because the further development of market relations in the country in terms of world integration processes in the economy, education, science, culture, globalization of the modern world and the active development of international cultural relations – all this necessitates the development of speech communication of the individual. The culture of speech is not only a linguistic category, but also a universal value. The development of speech communication of University students in accordance with the modern requirements of society, State educational standards for graduates involves primarily competence approach. It is about knowledge, skills and qualities of language personality that allow this personality to be efficient in speech and thought.

However, the problem of formation of linguistic competence of students, despite the relevance, remains insufficiently investigated because of its multi-aspect. However, there are sufficient prerequisites for its study. As shows the analysis of scientific literature and the dissertation research, the idea of the competence-based approach to the development of speech communication students is embodied in the studies of many domestic and foreign authors on linguistic competence (KARABULATOVA, POLIVARA & ZAMALETDINOV, 2013: AHRABI-FARD, 2017).

Note that the conditions for the formation of linguistic competence are, first, the assimilation of knowledge of the subject circle, and secondly, the ability to apply them in practice in non-standard situations. Thus, this competence implies not only the possession of a variety of knowledge about the language, but also the formation of educational and language skills. So, they include identification skills (to distinguish parts of speech, to identify parts of words, morphemes, etc.), classification (the ability to distinguish language units and distribute them into categories), analytical (the ability to parse words, phrases, sentences), synthetic (to form words on the model, the ability to see and correct mistakes). The purpose of this work is to determine the effectiveness of the elective course Testology in the process of formation of linguistic competence of students of Kazan Federal University in the framework of language education and their correlation with the trends of modern education (ZEER, 2005).

2. METHODS

Today foreign language proficiency in worldwide space is a precondition for successful educational and professional activity, informal communication and cultural development. We understand linguistic competence as the complex of knowledge, abilities, skills, ways of activity of subject orientation, and reflection and motivation learning and cognitive activity. The structure of linguistic competence can be represented as a scheme (BOZHOVICH, 2002: BASKIN, 2018: MELO, SOBRINHO, FILHO, FELICIANO & MACIEL, 2018).



As a methodological tool for determining the level of formation of linguistic competence was used complex control work, designed to test knowledge in different sections of the English language: lexical and grammatical aspect, reading, listening, speaking, and writing. Each block was estimated at a maximum of 20 points, so the whole work consisted of 100 points, which is 100%. The experiment involved third-

year students of the specialty Pedagogical education of the Institute of Philology and intercultural communication of Kazan Federal University. The third-year group was divided into 2 subgroups of 12 people (group A (control) and group B (experimental)).

One of them became a control group, and the second experimental, whose students chose the elective course Testology. At the ascertaining stage, comprehensive work was carried out in both groups and the level of linguistic competence was determined by sections (BOLOTOV & SERIKOV, 2003).

When creating a verification work, the requirements for the knowledge and skills of students in accordance with the state standards of higher education in Russia were taken into account, and the content of the program for the course Testology was taken into account. The tasks were based on the exercises of the Unified state exam and the TOEFL and IELTS exams. In addition, the previously conducted tests and experimental tasks created to check the level of formation of linguistic competence were considered by scientists such as Cherepanova.

3. RESULTS

Let us consider the data of the success of learning English at the ascertaining stage of the experiment and compare them in the control and experimental groups. Analyzed the average grades of students in the

following sections: grammar, reading, speaking, vocabulary, listening, and writing. The group average was taken into account. The results are presented in table 1 and figure 1 (OSTROUMOVA, NIZAMIEVA & NAZAROVA, 2014).

Table 1: Average assessment of English language learning success at the beginning of the experiment

Training section	Reading	Grammar and Vocabulary	Speaking	Listening	Writing
Group A	68	72	57	51	76
Group B	65	66	51	50	65

It was found that the greatest difficulty causes students to build oral monologue and dialogue. Listening is also difficult. The highest rates were in reading and writing; this can be explained by preparedness and the presence of more time to respond than, for example, in spontaneous speech. The indicators of the control group were slightly higher than the experimental one (THOMPSON, FLEMING & BYRAM, 1996).

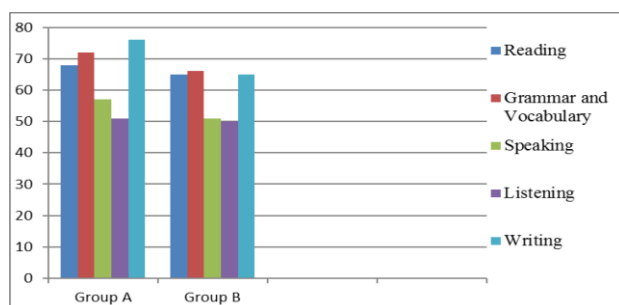


Figure 1: Average assessment of English language learning success of groups A and B at the beginning of the experiment

At the stage of the formative experiment, group B chose the elective course Testology, and group A in the current academic semester did not master additional courses in the framework of studying English. Let us focus on a brief description of the course. This discipline is included in the section Professional in basic educational program 44.03.05 Pedagogical education (with two profiles of training) and refers to the disciplines of choice. The discipline is studied in the first year in the second semester in order to form a student of the basics of Testology, sustainable interest in learning a foreign language, the development of students' ability to observe language phenomena, to establish linguistic links between them (GABDRAKHMANOVA, MAKSIMOV & ZAMALETDINOV, 2017).

The discipline Fundamentals of Testology in teaching foreign languages is closely related to such disciplines as: corrective grammar of a foreign language, methods of teaching and education in the field of foreign languages, language history, discourse studies in the theoretical grammar of a foreign language, the language of business communication, the language of the press. At the control stage of the experiment, repeated diagnostics were carried out in both groups A and B. The Results are shown in table 2 and figure 2 (GAFIYATOVA, DEPUTATOVA & BIKTAGIROVA, 2016).

Table 2: Average assessment of English language learning success at the end of the experiment

Training section	Reading	Grammar and Vocabulary	Speaking	Listening	Writing
Group A	72	75	62	55	78
Group B	86	80	71	68	92

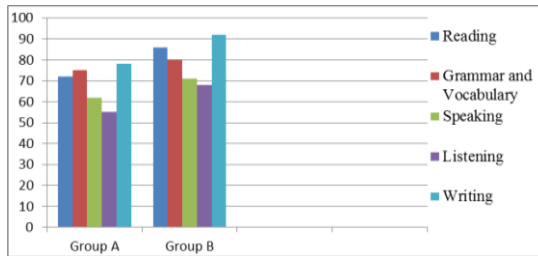


Figure 2: Average assessment of English language learning success of groups A and B at the end of the experiment

It became noticeable that the results of the experimental group were much higher than the results of the control group, where the elective course was not read. The analysis of the experiment results showed that the students in the experimental group increased their linguistic competence level, and in contrast to the students in the control group, they can fluently express their thoughts according to the communication theme and make generalizations and conclusions (FATTAKHOVA, SADYKOVA, MUBARAKSHINA & ZAKIROVA, 2017).

If we consider the dynamics of indicators only of the experimental group at the beginning and end of the experiment, we can

give the following figures. The average reading score increased by 21%, the results of the vocabulary and grammar test improved by 18%, speaking skills by 20%, listening by 18 %, the results of the written part by 27%, which is the most productive indicator. In addition, students have significantly increased interest in learning English, as well as the degree of trust and mutual understanding with the teacher, which is based on personal observations and feelings of psychological climate in the classroom.

4. SUMMARY

Summing up the consideration of the elective course Testology as a method of forming foreign language linguistic competence of the future teachers in Kazan Federal University we can draw the following conclusions:

1) Linguistic competence involves a set of speech skills (listening, speaking, reading, writing) and language skills (selection of the necessary language material, for example, lexical, grammatical or phonetic) and socio-cultural component. In this case, the student must know the strategy of proper management of their activities: to monitor, evaluate and adjust it to specific conditions;

2) The specificity of the formation of linguistic competence of students is determined by the following parameters: heterogeneity of the contingent of students on the level of their speech training at the initial stage of training; feature of joint activities of the teacher and the student in the learning process; lack of training time for the study of disciplines according to State educational standards; the need for a skillful combination of all types of speech activity; the impact of national-ethnic factor on the communicative-speech interaction of students (ROWE, OZURU & MCNAMARA, 2006);

3) Students, who chose the elective course Testology, improved the results in all sections of the English language, and thus increased the level of development of linguistic competence in general.

5. CONCLUSIONS

A foreign language – is the very component of the multicultural environment of the high school, which serves to be the means of familiarizing students to the spiritual culture of other peoples and understanding reality through the foreign language communication, the way of self-exploration and self-expression of the individual in the process of communication. The change in economic conditions in our country contributed to the increase in the social activity of the General

population and the demand for personnel with higher education in various specialties. Nowadays the researches dedicated to the problems of international communication are getting the increasing development. This factor explains the need to learn the language forms of business communication, improve the linguistic competence of persons who are just beginning to enter the world of social and legal relations in the process of social activity. Linguistic competence in modern conditions becomes a necessary component of the General humanitarian culture of the individual.

Linguistic competence is a systemic quality of personality, integrating personal communicative qualities, knowledge of the language system, mastery of the basic language concepts and means, culture of communication both in social life and in the professional sphere, awareness of personal needs, value orientations and motives of personal communication and its development. It is especially important to form and develop linguistic competence of students studying in the specialty Pedagogical education, as this formed competence is the basic condition for successful professional activity. Often, within the framework of the main educational process, the teacher does not have enough time to maximize the linguistic potential of the student. In this case, the effectiveness of the educational process contributes to the correct elective course. The study proved experimentally that the course Testology can be an effective means of forming the linguistic competence of students of Kazan Federal University.

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