The development of students' basic competencies in foreign language learning through interactive methods

O desenvolvimento das competências básicas dos alunos na aprendizagem de línguas estrangeiras através de métodos interativos

El desarrollo de las competencias básicas de los estudiantes en el aprendizaje de lenguas extranjeras a través de métodos interactivos

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ABSTRACT
The aim of the study was to identify and compare the level of students' basic competences. An objective assessment of the ways of development and trends in the development of basic competencies through interactive methods was carried out. The methods and techniques of acquiring the required basic competencies that have been used effectively in the educational process were developed as part of professional and personal development of future specialists. Methods: analytico-synthetic, testing, survey; method of situational modelling; qualitative and quantitative analysis; empirical statistical and mathematical interpretation; functional analysis of research results. Results. On the basis of a theoretical analysis of a scientific problem, an objective and subjective model for diagnosing the level of formation of basic competencies of students was developed. The importance of the author's analytical considerations and generalizations on the application of objective diagnostic methods is confirmed. The first group of respondents had a sufficient level of basic competences (364.1 points), which is 73.8%. The intellectual and creative segment showed the highest rate in the structure of competencies — 75.1%. The second group of

non-linguistic respondents showed a somewhat similar level of Basic Competences (369.9 points = 75.8%), however, showed a relative weakness of the socio-emotional segment (53.5%). Prospects. Further research can be directed towards identifying and developing research methods for many competencies, taking into account the age characteristics of students.

Keywords: Basic competencies. Educational process in HEIs. Linguistic practices. Professional development. Student's self-development.

RESUMO

O objetivo do estudo foi identificar e comparar o nível de competências básicas dos alunos. Foi realizada uma avaliação objetiva das formas de desenvolvimento e tendências no desenvolvimento de competências básicas por meio de métodos interativos. Os métodos e técnicas de aquisição das competências básicas exigidas e que têm sido utilizadas de forma eficaz no processo educacional foram desenvolvidos como parte do desenvolvimento profissional e pessoal dos futuros especialistas. Métodos: analítico-sintético, teste, levantamento; método de modelagem situacional; análise qualitativa e quantitativa; interpretação estatística e matemática empírica; análise funcional dos resultados da pesquisa. Resultados. A partir de uma análise teórica de um problema científico, foi desenvolvido um modelo objetivo e subjetivo para diagnosticar o nível de formação de competências básicas dos alunos. Confirma-se a importância das considerações analíticas e generalizações do autor sobre a aplicação de métodos diagnósticos objetivos. O primeiro grupo de respondentes apresentou um nível suficiente de competências básicas (364,1 pontos), ou seja, 73,8%. O segmento intelectual e criativo apresentou o maior índice na estrutura de competências — 75,1%. O segundo grupo de respondentes não linguísticos apresentou um nível de Competências Básicas algo semelhante (369,9 pontos = 75,8%), porém, apresentou uma relativa fragilidade do segmento socioemocional (53,5%). Perspectivas. Mais pesquisas podem ser direcionadas para identificar e desenvolver métodos de pesquisa para muitas competências, levando em consideração as características da idade dos alunos.

Palavras-chave: Autodesenvolvimento do aluno. Competências básicas. Desenvolvimento profissional. Práticas linguísticas. Processo educativo nas IES.

RESUMEN

El objetivo del estudio fue identificar y comparar el nivel de competencias básicas de los estudiantes. Se realizó una evaluación objetiva de las formas de desarrollo y tendencias en el desarrollo de competencias básicas a través de métodos interactivos. Los métodos y técnicas de adquisición de las competencias básicas requeridas que se han utilizado eficazmente en el proceso educativo se desarrollaron como parte del desarrollo profesional y personal de los futuros especialistas. Métodos: analítico-sintético, ensayo, encuesta; método de modelado situacional; análisis cualitativo y cuantitativo; interpretación empírica estadística y matemática; análisis funcional de los resultados de la investigación. Resultados. A partir de un análisis teórico de un problema científico, se desarrolló un modelo objetivo y subjetivo para diagnosticar el nivel de formación de competencias básicas de los estudiantes. Se confirma la importancia de las consideraciones analíticas y generalizaciones del autor sobre la aplicación de métodos de diagnóstico objetivos. El primer grupo de encuestados tenía un nivel suficiente de competencias básicas (364,1 puntos), que es del 73,8%. El segmento intelectual y creativo mostró la tasa más alta en la estructura de competencias - 75,1%. El segundo grupo de encuestados no lingüísticos mostró un nivel algo similar de Competencias Básicas (369,9 puntos = 75,8%), sin embargo, mostró una debilidad relativa del segmento socioemocional (53,5%). Perspectivas. Se pueden realizar más investigaciones para identificar y desarrollar métodos de investigación para muchas competencias, teniendo en cuenta las características de edad de los estudiantes.

Palabras clave: Autodesarrollo del alumno. Competencias básicas. Desarrollo profesional. Prácticas linguísticas. Proceso educativo en las IES.

INTRODUCTION

One of the priority directions of education development is international cooperation and integration, entry of national education into the market of world educational services. The international cooperation is deepening, the participation of educational institutions, scientists, teachers, students in projects of international organizations and communities is expanding. Integration with the modern educational space (the concept of education based on the Council of Europe Recommendation for Key Competences for Lifelong Learning) makes a significant adjustment. Accordingly, one of the tasks of the higher educational institution (HEI), regardless of profile, is to train specialists capable of communicating in a foreign language in professional situations and in everyday life. Macmillan Dictionary interprets the concept of competence as uncountable ability to do something in a satisfactory or effective way. It is important to pay attention to a certain essential difference between the concept of competence and competency, which is sometimes levelled. Competency is identified with a range of problematic issues in which the employee is knowledgeable, and competence is defined as the result of acquiring a set of competencies and includes personal characteristics (initiative, creativity, responsibility, etc.).

Synonymous series of the concept of " competence is formed by expertise, adequacy; the concept of competency — expertise, scope, terms of reference that will be further interpreted in the study. In the modern space of higher professional education, a student cannot be a passive recipient of knowledge who is in the listener's position. It is noteworthy that there is an intersection in this plane with the definitions of hard skills and soft skills known since the 60's of the 20th century. Conditionally, hard and soft (flexible) skills ensure the realization of both professional and universal competencies. Interactive teaching methods, which are implemented in both traditional and innovative learning processes, are becoming increasingly recognized among the many tools that implement this approach. This approach applies to English, Chinese and many other languages. The innovativeness of the process is largely ensured in distance learning, which is of great interest to many researchers.

Interactive learning methods are an integral part of modern innovative technologies. There is an assumption that such training allows solving a number of problems at once: develops communicative abilities and skills, promotes establishment of emotional contacts. It also provides an educational component, as it stimulates teamwork and allows listening to colleagues' opinion. The linguistic meaning of the word interactive is presented in many foreign dictionaries and explains the concept of interactivity, interactive as interaction, or the one who interacts and influences the other. Universal skills form the basis for the expansion of personal and professional competencies, such as: creativity, intellectual development, critical thinking, sociability, ability to work in a team.

The aim of the study is to arrange the world experience in understanding the process of forming competencies in foreign language learning through interactive methods. The aim involves the following objectives of the study:

1) compare the level of basic competencies in second-year students studying a foreign language in the professional field;

2) arrange and differentiate between close but not identical definitions of hard skills, soft skills, basic competence, go beyond the standard list;

3) identify a certain correlation between the interactive methods used in modern linguistic practice and the competencies that in the course of their application. The latter are known to serve the student' personal and professional development.

LITERATURE REVIEW

Scientific research on the development of students' basic competencies in foreign language learning shows their importance in modern scientific and pedagogical discussion. Sabat (2020) speaks of the growing scientific interest in connection with the actualization of the interactive research context, which contains elements of novelty. The European institutions are also working on this aspect (Artess et al., 2017; World Economic Forum, 2020). The Council of Europe Language Policy Division has developed a Common European Framework of Reference for Languages (Alderson, 2005). They define competence as "the sum of the knowledge, skills and characteristics that enable a person to perform actions". Accordingly, competences are considered in the document in two contexts. They objectively define general competencies that are not specific to the language, but are "involved in action of all kinds, including language activities". They are considered as general abilities, including linguistic, sociolinguistic and pragmatic competence.

Regarding strategies for managing and controlling a foreign language learning, Taguchi (2014, p. 478) proposes three meta-strategies: meta-cognitive strategies for building, transformation and application of knowledge; meta-affective strategies, which are to realize the affect and manage it to create positive emotions and attitudes, as well as to be motivated; and meta-socio-cultural (interactive) strategies or management of contexts, communication and culture in interaction.

In his study, Webster-Deakin (2019) comments on the experience of the Higher Education Academy (HEA) of Embedding Employability Framework in the importance of language teaching for undergraduate students. In particular, it is about the importance of language learning in the aspect of further successful employment of students. The importance of including the main ones "knowledge and application, self-awareness, social and cultural awareness, reflection and articulation" is significant (Black et al., 2013; Damian et al., 2019).

Scientific and pedagogical debates on the relationship between basic skills, methods and ways of mastering them and further successful employment remain relevant for many European countries. It is important to understand the compliance of modern content and quality of higher education with the requirements of stakeholders in current conditions. University courses should provide students with hard and soft skills, knowledge and competencies that guarantee success in employment and real life. In this context, the Embedded Employment Framework of the Academy of Higher Education is probably the most influential document.

According to Webster-Deakin (2019), a rational structure and algorithm are proposed to diversify the ways in which these skills are developed worldwide in the process of obtaining higher education. The importance of interactivity, as is realized through the flexibility of the knowledge structure and autonomy of educational activities. The classification of teaching methods depending on the degree of involvement in educational activities is proposed by Yan et al. (2019). Golant, who divides them into active and passive, respectively.

It is worth to mention the articles by foreign authors, which reveal the specifics of the use of certain interactive methods in foreign language teaching, such as the project method (Drinka, 2018; Nargis and Armelia, 2018), brainstorming (Melnyk, & Pypenko, 2017), tandem (Pomino & Salom, 2016), cooperative learning (Melnyk, 2017) and others. According to scientific research, there is an assumption that the method of simulations and the method of web-quests remain,n insufficiently studied in research and practice.

The study by Yee (2019) summarizes and classifies 289 interactive methods of in-class, distance and online learning: pair and group, using social networks, mobile and tablet devices, game technology, students' presentations; brainstorming, interactive chat interaction, etc. The main aspects of teaching business English to non-linguistic students were considered in the research of Dido (2015). Blended learning of English using an interactive platform were considered in the scientific works of Sabat (2020), Kushmar and Kolot (2019). Distance and blended learning has

established as a current requirement, becoming especially relevant in the context of cultural and educational transformations in Ukraine and the world. The model of blended learning consists of three main components that function in a constant relationship: 1) face-to-face learning, 2) self-study learning, 3) online collaborative learning, which is currently one of the newest blended learning tools (Kushmar & Kolot, 2019; Norris et al., 2017). Distance and blended learning requires student's motivation, flexibility, mobility, critical thinking and self-organization, as well as teachers' individual approach to each student (King, 2016; Northouse, 2016). We do not try to contrast interactive and traditional methods. It is important to identify the benefits of the interactive method and emphasize its effectiveness in enhancing creative thinking, analytical and argumentative abilities of students in foreign language learning.

METHODOLOGY

The study is conducted in several stages in order to fulfil the set objectives. The first stage of the research involved the development of an algorithm that will facilitate the introduction of diagnostics of ways to form the basic competencies of students of linguistic majors. This should help to attract a sufficient number of respondents in order to increase the reliability of the obtained scientific results and conclusions. It is expected that the analysis of the process and ways of developing students' competencies in learning foreign languages through interactive methods will ensure the fulfilment of the following research objectives:

1) Assess the impact of various modern interactive methods on the implementation of the educational process in foreign language learning? As well as its quality and effectiveness under standard conditions, conditions of blended and distance learning, taking into account the conceptual positions of higher education standards;

2) Assess the status and ways of developing students' basic competencies of linguistic and non-linguistic HEIs in an interactive context in two areas: first, as an objective method of identifying basic competencies in students learning foreign languages; second, as an analysis of respondents' self-reflection on their choice of interactive methods;

3) Confirm or refute assumptions about the relationship between the objective level of basic competencies and critical self-assessment of students' own achievements;

4) Find out whether there is a correlation between the manifestation of acquired basic competencies in students of linguistic majors and the quality of their education represented by academic performance;

5) Prove a rational model referring to its relationship and synergy, balanced interaction.

6) Substantiate the didactic need for the use of certain scientific tools, arranging the scientific techniques, approaches and methods on the "background" of student-centeredness, digitalization, new educational strategy and the need for lifelong learning;

7) Offer new approaches in the choice of universal interactive methods, taking into account the world experience.

Theoretical background of the research model

The diagnostic methodology developed by the authors is based on the scientific views of Taguchi (2014) on strategies for managing and controlling a foreign language learning. He proposes three meta-strategies: meta-cognitive, meta-affective and meta-socio-cultural/interactive. Accordingly, they consist in the construction and application of knowledge; in creating positive emotions and positions to be motivated; in managing contexts, communication and culture in interaction. We recognize that soft skills are already an integral part of student competitiveness, with ways of building universal skills intersecting in the cognitive, emotional, and sociocultural areas. In our opinion, the process of basic competencies development is inextricably linked with the

use of interactive methods, digitalization and digital competence.

Diagnostics model

The research algorithm presented in the author's diagnostic model is developed as a result of the insight-based analysis. Tables 1, 2 present the basic competencies we have identified, which are indispensable both in the learning process and in everyday life.

Table 1. Students' basic competencies required for foreign language learning.

Personal level	Knowledge and understanding of the subject area, future professional activity. Time planning and management. Communication in the state language and in a foreign language, both oral and in written. Information and communication technology skills. Ability to work independently; act on ethical grounds
Interpersonal level	Ability to work in a team. Interpersonal skills. Motivation of people and movement towards a common goal. Communication with representatives of other professional groups. Appreciation and respect for diversity and multiculturalism.
Synergetic level	Learn and acquire current knowledge. Adapt and act in a new situation. Generate new ideas (creativity). Identify, pose and solve problems. Develop and manage projects. Show initiative and entrepreneurial spirit. Act socially responsibly and consciously. Realize equal opportunities and gender issues.

The methodology applies to the entire system of basic competencies that are developed and manifested in the subjects' algorithm of actions and are subject to the external evaluation process. The subjects of the experiment were involved in all its stages in order to obtain reliable results.

Table 2. Segmentation of students' basic competencies according to the research algorithm.

Competences, segments	List and content
Intellectual and creative segment	knowledge and understanding of the subject area, future professional activity; ability to communicate in state and foreign languages, both orally and in writing; constantly learn and acquire current knowledge; generalize innovation, creative ideas and implement them; the ability to identify, pose and solve problems.
Socio-emotional segment	positive attitude; ability to act socially responsibly and consciously; be tolerant, balanced; be aware of equal opportunities and gender issues; promote the expansion of social contacts; demonstration of conscious civic position; appreciation and respect for diversity and multiculturalism; emotional intelligence
Team performance segment	ability to work in a team, to help others in development; interpersonal skills; ability to motivate people and move towards a common goal; communicate effectively with representatives of other professional groups of different levels
Communicative segment	skills of using information and communication technologies; appropriate level of communication in native and foreign language(s); ability to use verbal and nonverbal support according to a certain communicative situation; ability to work with communicative strategies, to understand the main goals and objectives.
Ability to solve problem situations	speed of decision-making; ability to adapt and act in a new situation; result orientation; ability to identify and solve problems; develop and manage projects; show ingenuity and entrepreneurial spirit.

The research algorithm provided in Tables 1, 2 is aimed at assessing the students' basic competencies in learning foreign languages through interactive methods is represented in Table 3. This is a diagnostic technique that aims to:

1) promote the fullest possible detection of the objective level of students'/respondents' basic competencies in the interactive context in foreign language learning in groups of linguistic and professional training;

2) using the results of assessment of each student/respondent, arrange information and reduce it to the summary of the results within individual groups of the 2nd year of study, which differ in the use of foreign languages in terms of the major (linguistic and non-linguistic majors).

Table 3. Methods for determining the features of the development of students' basic competencies in foreign language learning through interactive methods.

Differentiation of the context	Basic competencies, segments	Diagnostic methods	Points
1. Segmentation of students' basic competencies	Intellectual and creative segment	Academic performance (100 points (ECTS average annual rating) + Test "The role and place of information technology in the development of cognitive functions" (Appendix A) (50 points)	150
	Socio-emotional segment	Participation in student self-government, youth movements, other public activities	100
	Communicative segment	Test "Communication and digitalization" (Appendix B)	100
	Team performance segment	Case method (problem lesson) "Words of wisdom" (Appendix C)	100
2. Commitment to the choice of interactive content	How well do you know interactive methods applied in the process of acquiring basic competencies?	Test + Question+ Storytelling (Appendix D)	50
Total score	150+100+100+100+50=500 points $\leq$ 300 – low level of basic competencies 301-350 – medium level of basic competencies 351-400 – sufficient level of basic competencies 401-450 – quite high level of basic competencies 451-500 – high level of basic competencies		
* Test assignments are identical for both groups of students.			

The applied methodology also assumes that in the context of the presented research it is necessary and extremely important to obtain the students'/respondents' views on their own vision of the level of basic competencies. Their answers to questions about the relevance and usefulness of certain interactive methods (case method, situational assignments, press conference, round table, masterclass, discussion, educational games and many others) are also important. A self-reflection questionnaire was formed and used for this purpose; it included detailed answers to questions, closed-ended tests and creative storytelling. The features of the proposed technique are summarized in Table 4.

Table 4. The structure of the self-reflection technique in terms of the assessment of students' basic competencies and their dependence on interactive methods in foreign language learning.

Structure of self-reflection the technique	Closed-ended tests	Detailed questions	Storytelling
	1	2	3
Content	16 questions	10 questions	"Lifelong learning trend and self-competence"*
Presentation/Resource	(Appendix D)		
*Students' works were coded.			

The results reflect the personal plane of reflection and are interesting to use in order to reveal the interaction and interdependence of developing basic competencies through a number of interactive methods in the educational process of students of linguistic majors.

Sample

The research was carried out at the Faculty of Foreign Philology of the Kamyanets-Podilsky National Ivan Ohiienko University; at the English Language Department for Marine Engineers of Kherson State Maritime Academy. Two student groups were involved (two 2nd-year academic groups) in order to fulfil the objectives. The total number of respondents is 62 people. The group of students of a linguistic major consisted of 34 2nd-year students; the group of students majoring in Marine Engineering consisted of 28 2nd-year students. Corrective research in the field of Chinese philology was started at the Department of The Far East and Southeast Asia Languages and Literature; Educational and Scientific Institute of Philology of Taras Shevchenko National University of Kyiv.

Methods

The study involved special research methods in order to fulfil the objectives and obtain objective results, which include: data collection and processing, testing, survey, scientific modelling, statistical and mathematical methods, interactive methods, case studies, graphic method, etc.

RESULTS

Results of diagnostics of basic competencies of students of a linguistic major in the course of foreign language learning through interactive methods

The application of the developed diagnostic methodology to second-year students of a linguistic major ensured the obtaining of certain averages that reflect the level of basic competencies, taking into account interactive methods in the study of foreign languages (Table 5).

Table 5. The results of the application of diagnostic methods for identifying the objective level of students' basic competencies in learning foreign languages through interactive methods (Group 1 of respondents, students of a linguistic major).

Item No.	Basic competencies	Number of points	%
	1. Segmentation of students' basic competencies		
1.	Intellectual and creative segment	112.7	75.1%
2.	Socio-emotional segment	66.5	66.5%
3.	Communicative segment	73.7	73.7%
4.	Team performance segment	68.5	68.5%
	2. Inclination to choosing interactive content		
5.	How well do you know interactive methods in the process of acquiring basic competencies?	42.7	85.4%

|			
Total		364.1	73.8%
Verbal assessment (Basic Competencies)		*Sufficient level*	

Accordingly, the application of the methodology to the 2nd-year students from the group of linguists showed a generally positive result. Verbal assessment reflects a sufficient level, which is better than the medium level, however, may have growth prospects. The socio-emotional segment was weakest among the studied segments, which is explained by a certain "immaturity" of respondents in many aspects of social activities. The level of intellectual and creative segment turned out to be lower than expected, which is explained by the lack of certain special language competencies.

At the 2nd year of study, not all respondents had an established attitude to learning motivation; language theory has a long process of transformation into language practice. In our opinion, a communication segment may become the "growth point" in the future. The issue of distribution of students/respondents of the first group according to the levels of basic competences requires attention.

Table 6. The results of the application of diagnostic methods for identifying the objective level of students' basic competencies in learning foreign languages through interactive methods (Group 1 of respondents, students of a linguistic major).

Item No.	Levels of basic competencies	Score, range	Number of students/respondents	% of the number of respondents in the group
1.	Low	≤ 300	5	14.7%
2.	Medium	301-350	13	38.2%
3.	Sufficient	351-400	10	29.4%
4.	Quite high	401-450	4	11.8%
5.	High	451-500	2	5.9%
	Total	500	34	100

Figure 1. Distribution of students/respondents by levels of basic competences (Group I group, 2nd year, students of a linguistic major).
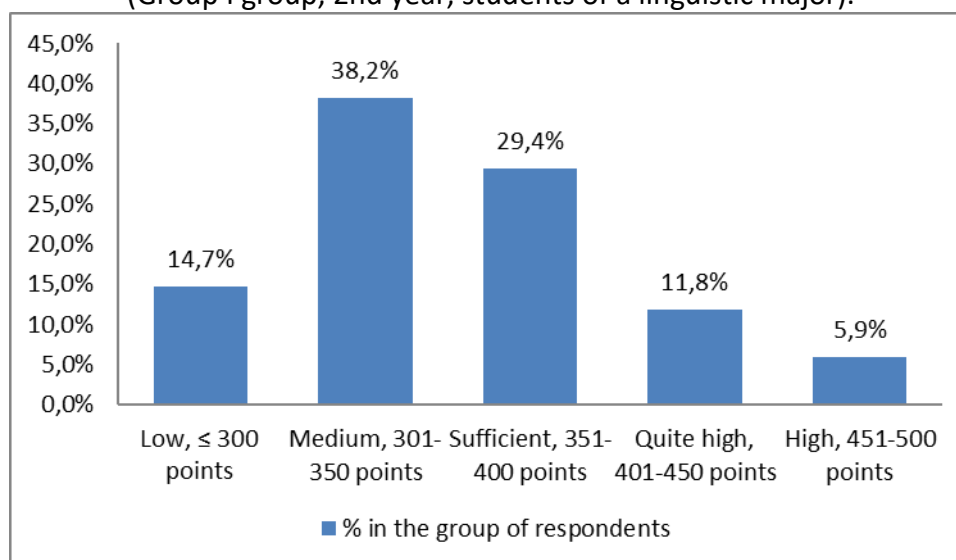
The visualization makes it clear that most students/respondents got to the left of the chart as a result of the distribution. In particular, there were 18 people with low and medium levels of competencies, which is 52.9% of the total number of respondents in the group. Accordingly, slightly less than half of the respondents (16 people, 47.1%) had a medium, quite high and high levels of basic competencies. The extreme points of the chart show that the number of people with a low

level of basic competencies is 2.9 times higher than those with a high level. In our opinion, the basic competencies of the intellectual and creative segment should become the "growth points".

In order to fully understand the features and stages of the development of basic competencies in students of a linguistic major, we partially represent the model of self-reflection technique.

Table 7. The results of the application of the self-reflection model in the assessment of students' basic competencies and their dependence on interactive methods in foreign language learning.

Item No.	Questions	Yes		No	
		Stud./resp.	%	Stud./resp.	%
1.	Do you have important basic competencies?	29	85.3%	5	14.7%
2.	Is it important for you to develop emotional intelligence?	15	44.1%	19	55.9%
3.	Do you consider knowledge of foreign languages as your own value guideline?	31	91.2%	3	8.8%
4.	Have acquired soft skills?	18	53.0%	16	47.0%
5.	Do you understand the difference between "communication" and "communicative" skills?	29	46.3%	5	53.7%
6.	Do you recognize the possibility of lifelong learning as a necessity?	16	38.9%	18	61.1%
7.	Do you tolerate equal rights and opportunities in language education?	29	85.3%	5	14.7%
8.	Did you show leadership character traits while studying in a group?	12	35.3%	22	64.7%
9.	Do you have your own civil position?	31	91.2%	3	8.8%
10.	Do you have the ability to solve complex interpersonal problems?	12	35.3%	22	64.7%
11.	Do you use your time rationally?	16	47.1%	18	52.9%
12.	Have you been satisfied with your life so far?	28	82.4%	6	7.6%
13.	Do you need a variety of interactive methods in the process of learning languages?	30	88.2%	4	11.8%
14.	Is it enough to use only the case method, discussion, webinar, tests, smart method, platforms?	15	44.1%	19	55.9%
15.	Do you recognize the correlation between acquired competencies and interactive methods?	28	82.4%	6	17.6%
16.	Do you recognize blended and distance learning as the highest technical level of the new concept of education?	32	94.0%	2	6.0%
17.	Is cooperative learning relevant for you?	19	56.0%	15	44.0%

According to the results of self-reflection, the respondents' overestimation of basic competencies is almost doubled compared to the results of the objective assessment methodology — 85% against 46% of the actual ones.

Students were almost equally divided in the questions concerning emotional intelligence: surprisingly, soft skills, lifelong learning, rational use of time, the need to use only certain interactive methods and the need for cooperative learning. At the same time, we pay attention to the positive marker in the understanding and perception of interactive methods in general (88.2%), their unconditional correlation with the acquired basic competencies (82.4%). The respondents responded positively to mixed and distance learning (94.0%), as it allows to rationally redistribute time in terms of learning-work-leisure.

Results of the diagnostics of basic competencies of students majoring in Marine Engineering when learning foreign languages through interactive methods (in non-linguistic HEIs)

The diagnostic methods applied in Group II of students/respondents allowed identifying the average indicators of the basic competencies (Table 8).

Table 8. The results of the application of the self-reflection model in the assessment of students' basic competencies and their dependence on interactive methods in foreign language learning.

Item No.	Basic competencies	Number of points	%
	1. Segmentation of students' basic competencies		
1.	Intellectual and creative segment	114.7	76,0%
2.	Socio-emotional segment	53.5	53,5%
3.	Communicative segment	79.2	79,2%
4.	Team performance segment	74.5	74,5%
	2. Inclination to choosing interactive content		
5.	How well do you know interactive methods in the process of acquiring basic competencies?	48.0	96,0%
	Total	369,9	75.8%
	Verbal assessment (Basic Competencies)	*Sufficient level*	

The identical diagnostic model was used for the students/respondents of Group II (students of non-linguistic HEIs), which allowed assessing the collective average level of basic competencies as sufficient. Accordingly, the level of basic competences is in the range of 351-400 points, which allows striving for its growth. There are no significant differences from the objective indicators of the previous group. However, the intellectual and creative segment has a slightly higher score, which can be justified by the orientation of students in the field of "exact" knowledge, which is reflected in the rest of the cognitive questions. There is a noticeable decrease in the socio-emotional segment, which may mean a careful adjustment to the process of acquiring knowledge with "inhibition of emotions". The communication segment (79.2%) demonstrates the seriousness of intentions to learn foreign languages through the benefits of digitalization. It should also be noted that Group II is gender-unbalanced, as only male students study in it (unlike the previous one, where only 26% were male students). This aspect is not studied in the work, and therefore is not relevant to its results; it is a subject of separate research.

We pay attention to the distribution of students/respondents of Group II in accordance with the levels of basic competencies (Table 9).

Table 9. Distribution of students/respondents by levels of basic competences (Group II of respondents, students majoring in Marine Engineering).

Item No.	Levels of basic competencies	Score, range	Number of students/respondents	% of the number of respondents in the group
1.	Low	≤ 300	4	14.3%
2.	Medium	301-350	11	39.3%
3.	Sufficient	351-400	9	32.1%
4.	Quite high	401-450	3	10.7%
5.	High	451-500	1	3.6%
	Total	500	28	100

In order to ensure maximum objectivity of the study, the use of systems and structural analysis, we consider it necessary to generalize the data obtained. We use the diagnostic method of self-reflection and apply it to students/respondents of Group II (Table 10).

Table 10. The results of the application of the self-reflection model in the assessment of students' acquired basic competencies and their dependence on interactive methods in foreign language learning.

Item No.	Questions	Yes		No	
		Stud./resp.	%	Stud./resp.	%
1.	Do you have important basic competencies?	20	71.4%	8	28.6%
2.	Is it important for you to develop emotional intelligence?	11	39.3%	17	60.7%
3.	Do you consider knowledge of foreign languages as your own value guideline?	15	53.6%	13	56.4%
4.	Have acquired soft skills?	20	71.4%	8	28.6%
5.	Do you understand the difference between "communication" and "communicative" skills?	22	78.6%	6	21.4%
6.	Do you recognize the possibility of lifelong learning as a necessity?	3	10.7%	25	89.3%
7.	Do you tolerate equal rights and opportunities in language education?	22	78.6%	6	21.4%
8.	Did you show leadership character traits while studying in a group?	20	71.4%	8	28.6%
9.	Do you have your own civil position?	28	100.0%	-	-
10.	Do you have the ability to solve complex interpersonal problems?	20	71.4%	8	28.6%
11.	Do you use your time rationally?	16	57.1%	12	42.9%
12.	Have you been satisfied with your life so far?	24	85.7%	4	24.3%
13.	Do you need a variety of interactive methods in the process of learning languages?	22	78.6%	6	21.4%
14.	Is it enough to use only the case method, discussion, webinar, tests, smart method, platforms?	24	85.7%	4	24.3%
15.	Do you recognize the correlation between acquired competencies and interactive methods?	16	57.1%	12	42.9%
16.	Do you recognize blended and distance learning as the highest technical level of the new concept of education?	28	100.0%	-	-
17.	Is cooperative learning relevant for you?	19	67.9%	9	32.1%

The results of the self-reflection method allow correlating the results of respondents' objective and subjective assessment of the level of basic competencies. The level of discrepancy of the respondents between the two methods shows a gap of more than 13%. The answers are more resonant in a self-reflective method. Unlike the previous group, the model of self-reflection demonstrates a coordinated 100% unity in issues related to the existing civic position and in relation to blended and distance learning. This indicates a higher level of age and socio-communicative maturity. A feature of future professional demand usually makes such an imprint on the team of respondents. The students obviously need linguistic skills as a factor of additional professional confidence, and not for the purpose of linguistic communication. The noticeable collective categoricity is of some concern, because they are not interested in the category of emotional intelligence. A pleasant result of the observation is the fact that respondents are aware of basic competencies and soft skills.

The issue of rational allocation of time is a matter of concern, with is approved by 47.1% of respondents in Group I and 57.1% in Group II. The respondents of a non-linguistic major overbalance, which is explained by the attitude to certain types of work and the acquisition of professional skills focused on increased accuracy. According to most indicators, the trends of both groups of respondents are actually balanced. At the same time, we must recognize that the linguistic

culture associated with the knowledge of foreign languages among student youth has the resource for grow in both linguistic and non-linguistic HEIs.

Comparison of the results of diagnostics of the level of students' basic competencies in foreign language learning through interactive methods for both groups of respondents

In order to better understand the studied processes and the results of both groups of respondents, we will compare them according to the basic objective diagnostic method (Figure 2).

Figure 2. Comparison of the results of basic competencies of students/respondents of both study groups.
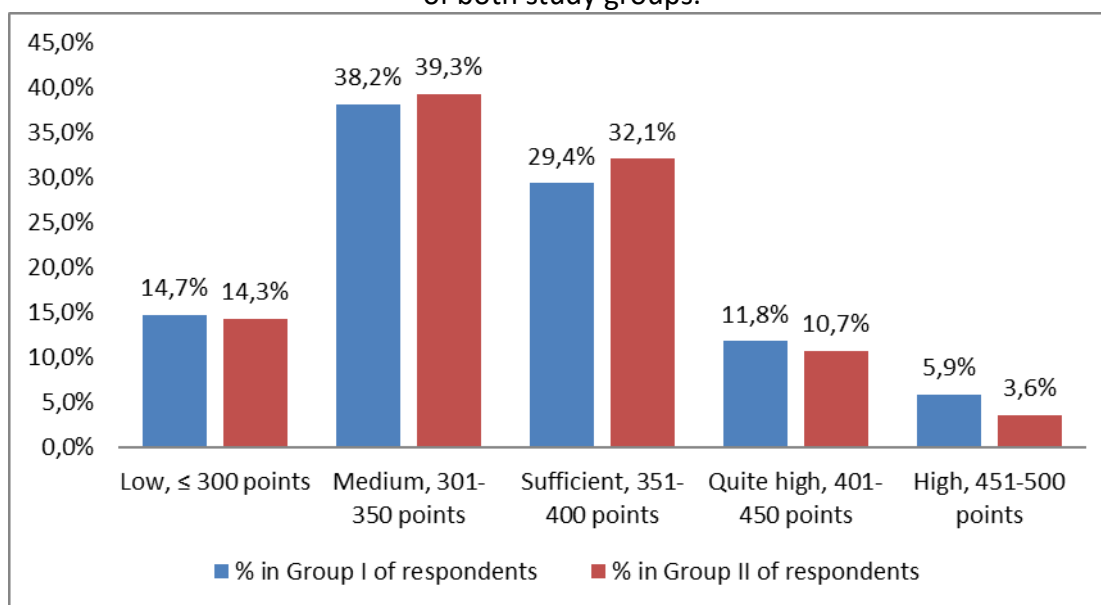
So, generally positive trends were identified as a result of the application of objective diagnostic method. A significant percentage of respondents with medium and sufficient levels of basic competencies were identified in both groups. In general, there is a slight statistical gap in the levels of basic competencies of respondents from both groups (students of a linguistic major and students majoring in Marine Engineering). However, a relatively small number of respondents have quite high and high levels of basic competencies in both groups (17.7% in Group I and 14.3% in Group II) indicate the importance of their further "growth". The specialized linguistic environment creates opportunities for acquiring basic competencies in conjunction with the interactive component in this study more effectively.

Tactics of further adaptation of actions of teaching staff, teachers of linguistic subjects for the purpose of consistent support and development of students' basic competences in foreign language learning through interactive methods

The theoretical and empirical parts of the study revealed interesting insights, which were obtained by analysing the answers to the questions, in particular, self-reflection method. The analysis of answers and arranged results of objective research of the state of the competence sphere and basic competencies in foreign language learning by students prove the efficiency of various interactive methods. At the same time, the surveyed groups have "growth points" that should be taken into account in the near future, as they can improve the educational and linguistic environment and strengthen the basic competences. Particular suggestions to support and stimulate the process of their acquisition include:

- application of the most adapted subject model of the organization of educational process

with students in learning foreign languages;

- dosed attention of teachers to the proportional development and acquisition of certain competence segments during classes;

- maintaining a balance of integrated, general and special professional competencies in learning foreign languages;

- strengthening the use of interactive context and content;

- increasing the teachers' demands for students of non-linguistic majors of HEIs in mastering ICTs in learning foreign languages;

- encouraging the creative approach of students in learning foreign languages through latest interactive methods — case studies, brainstorming, project method, smart technology, etc.;

- introduction of theoretical and applied principles of time management into the educational process.

Limitations and implications for the research

The diagnostic method that we developed and tested, despite its objectivity, has the following limitations:

1) it should be emphasized that the presented diagnostic model is not aimed at identifying the features of the emotional and psychomotor sphere of the students of linguistic majors in language learning;

2) does not take into account the details of the age and gender structure of the group of respondents; gender issues are ignored and can be explored at other stages;

3) it was developed in order to determine the level of basic competencies, while some integral and linguistic competencies are ignored and can be considered in other studies;

4) the structure and content of diagnostic methods under the conditions of specialized adaptation can be successfully applied to other categories of respondents.

In our opinion, all the specified restrictions do not in any way call the results obtained in the study into question. The simultaneous use of objective and subjective diagnostic techniques allowed achieving the optimal correlation of the results, and stating that the empirical model of the study has proven its effectiveness.

DISCUSSION

The results of this research are obtained on the basis of the applied methodology for determining the objective level of students' basic competencies. At the same time, the analysis of the method of self-reflection applied to both groups of respondents provided coverage of certain personal and interpersonal aspects of interaction in the educational environment. In the other context, the role of communicative (language) competencies "which allow a person to act using specific language tools" is defining (OECD, 2018; Webster-Deakin, 2019).

The language environment promotes the development of communication skills and is implemented in the development of linguistic, socio-linguistic and pragmatic competencies. However, such a plane of consideration of competencies requires additional consideration of the linguistic specifics of individual languages, for example, Chinese. Such research has begun on the basis of the Department of The Far East and Southeast Asia Languages and Literature of Taras Shevchenko National University of Kyiv. The experience of developing competencies in the English-speaking linguistic environment is known and confirmed (Isaieva, 2017; Pidgeon, 2017). The example is the module of the Communication and Language Teaching programme in the last year (UAS) at the School of Culture, Languages and Local History in the UK (Webster-Deakin, 2019; World Health Organization, 1997). The module enables graduate linguists to apply their knowledge in teaching. An additional opportunity is created to test in the real context one's own language skills

and competencies, as well as an opportunity to increase one's self-esteem and competitiveness in the work environment in the future.

Interactive technologies of learning foreign languages are a holistic and integrative system of the learning process, which provides the most rational use of selected interactive methods in accordance with the objectives of learning. The selection is based on the principles of communicativeness, expediency of implementation and complementarity of interactive methods, techniques, tools and forms of language learning in order to achieve a pre-planned (desired) learning outcome (Scheerens et al., 2020; Seijts and Gandz, 2018; Winstead, 2016). It is worth noting that a large number of different teaching methods and technologies are used in modern pedagogical activities.

The method of simulations and the method of web-quests remain insufficiently studied in research and practice. Meanwhile, the results of foreign experimental research indicate a fairly high level of effectiveness of these interactive methods in teaching foreign languages to students. The student is not only a passive recipient of knowledge, who is constantly in the listener's position (Sabat, 2020; Shek, 2018). A student actively participates in the lecture and receives maximum knowledge (Ndetei et al., 2019; Sturm et al., 2017). As a result, the information obtained is remembered longer (Kushmar & Kolot, 2019; The Economist Intelligence Unit, 2018). Recent research confirms that online learning not only helps students learn new material easily, but also memorize it for a long period of time (Cambridge Dictionary, 2019). Digital literacy skills are perceived as a development that "should be an integral part of in-service training programmes" (Hauck & Kurek, 2017, p. 2; WikiJob, 2021), and should already meet the requirements of future stakeholders.

Nickolaeva and Sopova, (2015) studied the fundamentals of modern methods of teaching foreign languages. She reveals the purpose, objectives, principles, content, forms and methods of teaching students in future foreign language activities. Researchers and practitioners Nickolaeva and Sopova, (2015) believe that learning English is a complex, multifaceted process that requires regular and creative activity. According to Scheerens et al. (2020), the importance of interactivity is that it provides educational dialogue, flexibility in the structure of knowledge representation and autonomy of educational activities.

CONCLUSION

An important aspect of building the competitiveness of student youth in the context of creative educational strategies is the importance and ways of acquiring universal skills, soft skills, basic competencies. This is extremely important, because they are implemented in all spheres of activity and are becoming extremely popular today, because they are aimed at expanding personal and professional competencies. They include creativity, intellectual development, critical thinking, sociability, ability to work in a team.

The conducted and completed research allowed us to achieve the set aim, to fulfil the research objectives and to answer many questions. The results of the study allowed identifying the peculiarities of the development and level of basic competencies. The scientific assumption about the need to use a variety of interactive methods in order to promote the level of competencies, in particular, basic competencies was confirmed through applying the author's diagnostic methods. In order to avoid erroneous judgments, respondents were treated through different methods, both objective and subjective. The latter include, in particular, the self-reflection technique. There are some differences in the development of basic competences in students of linguistic and non-linguistic majors in foreign language learning. In general, the majority of students demonstrated the medium and sufficient level of basic competences quite confidently, which testified to the usefulness and effectiveness of the interactive methods applied.

The study is useful because of its practical significance of the results. In our opinion, the

assessment methods developed through the objective model and self-reflection model can be successfully applied to other not identical, but categorically close systems. The author's methods can be adapted in organizing other empirical studies. For example, in the case of the Chinese Philology. Also, there were 2/3 students in Chinese specialization on the basis of the Institute of Philology of the Taras Shevchenko National University of Kyiv. An interesting prospect of scientific research may be the analysis of the level of basic competencies in respondent students of different age groups.

Promising further research can be initiated in the field of identifying universal and professionally-oriented tactics for the development of competencies in other activities in the educational process of the HEIs. Also useful is the experience of corrective research in the field of Chinese philology, taking into account the age and linguistic characteristics of the respondents.

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