

FEATURES OF THE FORMATION OF KEY COMPETENCIES AMONG STUDENTS OF THE HUMANITIES

Aliya Abdrakhmanova^{1*}, Marina Vinnikova², Guzel Vassafova³, Liliya Islamova⁴

¹Assoc. Prof., Kazan Federal University, Russia, z_aliya@mail.ru

²Assoc. Prof., Kazan Federal University, Russia, MNVinnikova@kpfu.ru

³Assoc. Prof., Kazan State Agricultural University, Russia, f.guzel-73@mail.ru

⁴Senior Lecturer, Kazan State Agricultural University, Russia, liliyarustamovna@mail.ru

*Corresponding author

Abstract

The article is devoted to the relevance and features of the formation of the key competencies among students of the Humanities at the non-linguistic universities (linguistic, regulatory, intercultural and communicative).

The aim of the study is the theoretical substantiation of the features and development of technology for the formation of key competencies in foreign language classes at a non-linguistic university. The following features of teaching a foreign language are considered: interdisciplinary, integration, multilevel, multifunctionality, heterogeneity and infinite character. The principles of formation of key competencies in the process of teaching the foreign language are defined, among them personal goal-setting, the choice of individual educational trajectory, learning productivity, the primacy of the student's educational products, situationality, educational reflection. Higher professional education puts forward the need to train a competitive specialist.

The authors identified disadvantages in the teaching of a foreign language at the non-linguistic universities, among them insufficient level of foreign language proficiency; lack of new methods of teaching and learning materials (the global IT industry does not solve this problem, it only helps); lack of relationship between classes in a foreign language and in specialized disciplines. In the context of the study, the authors consider key language competencies as components of the professional competence of a specialist in the humanities. The role of individual and personal factors is extremely important when teaching a foreign language to students of the humanities. During educational activities, each student manifests himself in different ways. Someone has a great concentration of attention, memory, great activity of thought processes. Someone is characterized by a quick reaction. Someone, unfortunately, does not have such personality qualities. Such differences are confirmed by the scientific conclusions of many scientists.

Keywords: Education, Pedagogy, Foreign Language, Key Competencies, Computer Teaching Methods

1. INTRODUCTION

Learning a foreign language in the modern world is one of the important components in the life of a modern, successful person. Knowledge of a foreign language is not just desirable, it is necessary. Today there are more and more people who want to know a foreign language, because this knowledge gives them new opportunities and makes their spiritual world richer.

The business cooperation between the Republic of Tatarstan and Russia in the field of sports and tourism, holding world-class championships and competitions (Universiade – 2013, World Aquatics Championship,

FINA – 2018, World skills – 2019, the Golden Cup gastronomic festival, Kazan Digital Week, etc.) dictate the need to speak a foreign language.

The theoretical explanation of the features of the formation technology of key competencies in foreign language classes at a non-linguistic university is the goal of this study. The following methods were used as the main research methods to achieve this goal: theoretical and methodological analysis of literary sources; study and generalization of the experience of organizing the pedagogical process of higher education; empirical methods (observation, questionnaire, interview, survey). A number of scientific studies are devoted to the formation of key competencies in a foreign language, among them the studies of N.V. Berezina; I.A. Zimnaya; E.I. Passova; S.A. Rubinstein; Z.N. Kazhanova; A.V. Shafikova V.V. Teganyuk; Fattakhova Nailya N., Faizullina Nailya I., Mubarakshina Anastasia M.; Baranova A.R., Abdrakhmanova A.A., Mubarakshina A.M., Makaev Kh.F. Taking into account the great importance of the conducted research, it should be noted that the issues of determining key language competencies in the field of a foreign language and the technology of their formation at a non-linguistic university require additional research.

2. DISCUSSION AND RESULTS

In the context of our research, key language competencies are considered as components of the professional competence of a humanitarian specialist in a non-linguistic university. For the discipline "Foreign language", the key language competencies are distinguished: linguistic, regulatory, intercultural and communicative (Garipova, Aituganova, Pavitskaya, 2018).

Linguistic competence includes knowledge of language and speech and the ability to use them with language material, the ability to analyze linguistic phenomena and facts, to build grammatically correct forms and syntactic sentences. The analysis of linguistic units should be based on the principle of trinity (meaning, form, function). Linguistic competence in foreign language classes is formed through the transformation of information according to the scheme:

word → word combination → sentence → text.

Regulatory competence includes the ability to carry out speech activity in various professional situations, the ability to see and analyze the process and result of their own activities, self-analysis skills of foreign language speech communication, the ability to adjust their own activities. It is formed through the formulation of goals, analysis, self-assessment and control of educational activities. Regulatory competence includes the following stages: goal setting, planning, mobilization, sustained activity, evaluation of performance, reflection.

Intercultural competence includes comprehension of the linguistic picture of the world of another socioculture, the ability to see similarities and differences between communicating cultures, possession of a set of knowledge about the culture of the language being studied (characteristics, framework, types of relationships). It has the following structure: 1. General cultural and cultural-specific knowledge; 2. Skills of verbal communication with representatives of other cultures. 3. Intercultural psychological sensitivity. The content of teaching a foreign language should include: the culture of the country of the language being studied, the native culture of the student and problems relevant to the multilingual and multicultural world. In this case, "Foreign language" as the academic discipline acts as a means of learning not only someone else's culture, but also their own.

Communicative competence is a complex of linguistic means necessary for the construction of oral and written statements, knowledge about the means, methods, and patterns of speech communication. It is formed in foreign language classes through various types of speech activity: monologue, dialogue, polylogue. It assumes the formation of skills of 4 types of speech activity: speaking, listening, reading and writing.

Possession of the oral form of speech includes the ability to ask a question, answer, bring your convincing arguments in discussions, defend projects and diplomas in a foreign language, make a report at scientific and practical conferences.

Knowledge of the written form of speech includes electronic correspondence, network etiquette, creation of text documents, knowledge of the rules for submitting information in presentations.

The formation of the above-mentioned key language competencies, it is necessary to take into account the didactic features of the discipline "Foreign Language". A foreign language is both a goal and a means of learning at the university. The specificity of a foreign language in a university, as an academic subject, is its interdisciplinary, integrated, multilevel, multifunctional, heterogeneous and boundless character. But the main feature of learning a foreign language as an academic discipline is that it is studied as a means of

communication, and the subject matter for speech is introduced from the outside.

In accordance with the above didactic features, the construction of classes in a foreign language also has specific features:

1. The presence of phonetic and lexical warming up, teaching various types of speech activity (speaking, reading, listening, writing).
2. Communicative orientation of educational activity.
3. Creating an artificial communication environment for students due to the lack of a natural one.
4. The dominance of speaking as one of the priority types of educational activity. For example, the following issues are discussed on the topic "Careers in Tourism":
 - * Are you suited to work in the tourism field?
 - * What qualities are needed for these jobs?
 - * What makes it a difficult job?
 - * Why are the roles of government vital for tourism?
5. Organization of an interaction in the form of dialogue, where the participants are equal partners.
6. The use of technical training tools and multimedia technologies.
7. Cumulative assessment by types of speech activity (portfolio availability).

The formation of key competencies in a foreign language will be more successful and effective if a modern textbook contains the following sections: Word Focus, Grammar Focus, Pronunciation Focus, Look and Learn, Be Polite! Test Yourself! Progress Check, Key Vocabulary, Cultural Guide, Learning Strategies.

In addition, the role of individual and personal factors is extremely important when teaching a foreign language to students of the humanities. In the course of educational activities, each student manifests himself in different ways. Someone has a great concentration of attention, memory, great activity of thought processes. Someone is characterized by a quick reaction. Someone, unfortunately, does not have such personality qualities. Such differences are confirmed by the scientific conclusions of many scientists (B.G. Ananyev, Z.I. Klychnikova, I.A. Zimnaya).

The organization of the process of key competencies formation is based on the peculiarities of teaching the discipline "Foreign language". The training should be based on the following principles:

- the principle of personal goal-setting – the student determines for himself the final and intermediate goals and objectives. This task is formulated by each student in his own way, based on his knowledge, his speech experience, level of language proficiency;
- the principle of choosing an individual educational trajectory – the student himself determines his own trajectory of overcoming lexical difficulties. This can become achievable only if the student is provided with the means of independent creative, cognitive and organizational activities. Such means are, in particular, word-formation models, knowledge in the field of word formation, etc.;
- the principle of increased educational efficiency – it provides not so much to master algorithmized knowledge, skills, and abilities of students, defined by the school curriculum, as for the improvement of skills and abilities, and the acquisition of new knowledge. In this regard, it is necessary to create an educational situation in which the student himself performs word-forming actions, performs creative activity, makes his own decisions. For example, the creation of projects on the topics of professional activity;
- the principle of the primacy of the student's educational products – the student is given the opportunity to express himself and to understand an unfamiliar foreign language word himself, to reveal his potential;
- the principle of situational learning – creates an educational environment in which the student is forced (if there is internal motivation) independently, in an individually specified mode of activity, to determine the meanings of a new / unfamiliar word, using word-formation strategies. In addition, situations related to their future professional activities are necessarily included in the learning process (activities are studied, dialogues are compiled in which this information is used; students learn to communicate correctly in a foreign language).
- the principle of educational reflection – the student is aware of the plan to overcome lexical difficulties

through word-formation activity. As a result, he achieves not only an understanding of the text in his specialty, but also ways to achieve this understanding.

3.CONCLUSIONS

The main advantage of this method of forming key competencies in the classroom in the “Foreign language” classes at a non-linguistic universities is the creation of additional motivational incentives that ensure increased interest of students. Although students’ interest in learning a foreign language is often due to an unconventional form of information presentation and saturation with a variety of means of influencing perception (using IT, SMART boards, SANAKO educational program, interesting textbooks and flashcards).

Foreign language teaching is divided into the following sections: General English, Professional English and Business English. This division allows teachers to harmoniously form all the key competencies of a specialist of non-linguistic university.

However, when teaching a foreign language at a non-linguistic university, the principle of accessibility is often violated. It is necessary to take into account the limited possibilities of perception and memorization, especially against the background of large educational loads (on average 4 classes per day). Today, qualitative changes are required in the system of education. It should include not only professional competence (professional knowledge and skills), but also communicative competence, intercultural, linguistic, regulatory. Since this is what will allow them to communicate in writing and orally with native speakers of a particular language.

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