

INDICATORS OF THE FOREIGN COMMUNICATIVE COMPETENCE FORMATION OF ENGLISH LANGUAGE AT THE LAW FACULTY

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Abstract

Improving the quality of education has always been an urgent problem of the world pedagogical community. But today, in modern conditions, the issue of modernizing the content of education, as well as rethinking the goals and results of education, is acute. After Russia joined the Bologna process, as well as after entering the Common Educational Space, the system of higher education underwent significant changes in many disciplines. These changes also affected the foreign language. As a solution to this problem, it is proposed to modernize the content of education, including a reassessment of the purpose and result of education. It was the competence-based approach that was put forward by the European scientific and pedagogical community as the main requirement for training specialists and for improving the quality of education

Keywords: Students of the law faculty, foreign communicative competence, level of formation, language competence, speech competence, socio-cultural competence.

1. INTRODUCTION

Competence is the readiness of a specialist, in our case a lawyer, to use his skills, knowledge, experience to carry out successful professional activities in a particular professional area.

Achieving a high level of professional competence by a future specialist, including a lawyer, is the goal of any professional education. It is adequate training at the university that is necessary to achieve this goal. At the present stage of development of higher education, in order to form the professional competence of a lawyer, integration into the general system of preparing language education is necessary. For the effective organization of the educational process, it is necessary to take into account the features of the subject area of a specialist, to carry out a competent selection of the content of teaching foreign language communication, and also take into account professional specifics. The specificity of the content of professionally oriented communication in a foreign language, which is presented for future professional activity at the Law Faculty, is an orientation towards the real interests and needs of students (Antonova, 2014, p. 96).

The formation of foreign language communicative competence, as the correct knowledge of a foreign language within the framework of the topics of the legal specialty of the university, both in everyday life and in the professional sphere, is the goal of teaching a foreign language to students of legal specialties [2, p. 96].

To measure the level of formation of foreign language communicative competence among students of the first and second years of the Faculty of Law and to identify highly motivated students for better English proficiency, prone to research activities and having creative abilities, an English language test called

"Polyglot" was conducted (Antonova, 2014, p.12).

The purpose of our study is to determine the level of formation of foreign language communicative competence (language, speech and sociocultural competences) of students of the Faculty of Law of the first and second years of study.

156 first-year students and 89 second-year students took part in the testing. Among them there were 82 students of "Jurisprudence" specialty and 74 students of "Law Enforcement Activity" specialty of the Chuvash State University named after I. N. Ulyanov. As for the second year there were 46 students of "Jurisprudence" specialty and 43 students of "Law enforcement Activity" specialty.

1.1 Methodology

To measure the indicators of language competence among students of the Law Faculty, namely the knowledge of phonetics, vocabulary and grammar, such types of tasks were used as tasks for multiple choice, tasks for restoring gaps (Shekhtman, 2003, p. 68). To measure the indicators of speech competence, which determines the possession of such types of speech activities as reading, writing, listening and speaking, the following types of tasks were used, such as understanding the text with the extraction of basic information from what was heard, establishing the correspondence of the given statements to the read text (Wei, Liu, 2012, p. 57). Sociocultural competence implies knowledge of the national and cultural characteristics of the social and speech behavior of native speakers and the skills to apply them in the process of communicating with them (Herrero, Iborra, Nogueiras, 2016, p. 466). The development of these competencies determines, in interaction with each other, the level of foreign language communicative competence (Grigorieva, Kalganova, Mosolkova, 2016, p. 181). Students were offered multiple choice tests, where they had to choose one correct answer out of four given answers. The levels of formation of foreign language communicative competence of first and second year students in the specialty "Jurisprudence" and "Law enforcement agencies" were checked.

Since first-year students do not yet fully master the terms of their specialization, English teachers decided to include tasks on general topics in the test (Antonova, Ignatieva, 2015, p. 1214). And second-year students were offered tasks related to specialization.

The Olympiad consisted of two rounds. All students of the first and second courses took part in the first qualifying round. Only those students who scored the most points in the first round passed to the second round, which was associated with speaking. All students were placed in equal conditions during the test. One point was scored for each correct answer. The maximum number of points that could be scored when passing the test was 33 points.

2. RESEARCH RESULTS

The test included eight tasks in listening (speaking competence), where it was necessary to understand the text with the extraction of basic information from what was heard. The text was listened to twice. Most of the first-year students 65% and 40% of the second-year students experienced difficulties with this type of task. Many could not spell what they heard (35%), and also had difficulty writing numbers (30%). The remaining 35% of first-year students easily coped with this type of task and were able to show high results. As for the second-year students, it is worth noting that with this type of task, and this is 60%, the students coped quickly enough and the indicators were high. Only 15% of the students experienced difficulties in writing the words spelled by the announcer. 10% of students had difficulty writing numbers. 5% of students showed a very low rate for this type of task. Lexico-grammatical material (language competence) included twenty tasks. The main difficulties for first-year students (45%) were caused by the choice of tense forms, articles, prepositions, modal verbs, the coordination of tenses and the formation of negative forms of verbs. 30% of students demonstrated good knowledge in this task. They were able to correctly use the passive voice, ordinal number, comparative and superlative degree of adjectives. 25% of students scored below average and made a significant number of mistakes in the vocabulary block. The second-year students showed good results compared to the first-year students. 65% of students were able to correctly use temporal and passive forms and received scores above the average. 25% of second-year students scored below average, and only 15% did not cope with this type of task.

Reading tasks (speech competence) were aimed at establishing the correspondence of the given statements to the read text, the correctness of the statements (True / False). In this type of assignment, where it was possible to score ten points as a maximum, many students of both the first (65%) and second-year students (75%) successfully completed the task and gave the correct answers. Others, and these are 35% of first-year students and 25% of second-year students, unfortunately, could not demonstrate such skills as correctly

guessing the meaning of a word from the context, and also not paying attention to unfamiliar words that do not interfere with the understanding of the text. As a result, they received one, two points each. Students of both the first and second courses coped with tasks on sociocultural competence by 90%. According to the results of the first written round, students who received the maximum number of points were able to go to the second round. In this type of task, the students were tasked to reveal the topic in a certain amount of time. Here, such skills were tested as building a competent monologue statement, as well as the ability to participate in a dialogue, answer questions (Arhipova, Stepanova, 2004, p. 97). First-year students were asked to reveal the topic "If I were the President I would...". For this type of speech competence, many students had certain difficulties (Ogoltsova, Khmelnitskaya, 2009, p. 133). Typical errors include incorrect word order in a sentence, incorrect use of tense forms, absence of an article, incorrect use of a predicate in subordinate clauses of a condition and tense, as well as incorrect use of a preposition. It is also worth noting here that not all students were able to correctly determine the communicative task. As for the second-year students, they were offered the topic "The priorities of my life". Many have completed this task at a fairly high level. They were able to demonstrate a rich vocabulary of words, built grammatically correct sentences, and also showed high cognitive activity (Shekhtman, 2003, p. 67).

3. CONCLUSION

As a result, it was found that second-year students have a higher level of formation of foreign language communicative competence than first-year students.

In general, when analyzing the results and causes of difficulty in completing the test, it is worth noting the mistakes that students made when completing the reading task:

- In this type of task, a certain percentage of unfamiliar words was included and the students could not correctly guess the meaning of the word from the context (Shekhtman, 2003, p. 88);
- In the task of listening, the students did not have enough skills to perceive oral speech by ear (Kareva, 2014, p. 70). It turned out that they have insufficient knowledge of lexical material and do not know how to highlight key words in audio texts (Bergan, 2007, p. 153).
- In the reading task, students made mistakes due to inattentive reading of the text and a limited amount of time (Larseingue, Sawyer, Finn, 2012, p.430).
- In the lexical and grammatical test, a large number of errors were made due to insufficient formation of grammatical skills and due to a poor lexical dictionary.
- In the speaking task, many students did not know what to say specifically on a given topic, made long pauses, experienced some difficulties in choosing vocabulary (Follman, 1990, p. 995). Either due to lack of time for preparation, or in the native language there is no sufficient formation of communicative competence (Shekhtman, 2003, p. 43). In the English classes themselves, ready-made speech phrases based on the text are used, and for this reason, many students lack speaking skills. With a limited amount of time, many students get lost and are often not ready to express themselves on an unfamiliar topic.

In general, we can conclude that teachers in the teaching process need to strengthen the relationship of grammar with all types of speech activity i.e. focus on grammar when teaching listening, reading, writing and speaking. When teaching speaking, it is necessary to change the form and content of the speaking control sections, since being focused on retelling the memorized topic as a form of control throughout the training, students, as a rule, offer a pre-prepared topic without taking into account the format of the statement. It is also necessary for students to develop the ability to see and perform the assigned communicative task in tasks.

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