

# The Model of Formation of Foreign-Language Skills of the Students in Self- Learning Activities

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## Abstract

The article is aimed to develop the model of the formation of foreign-language skills of the students in self-learning activities. The leading approach to the development of this model is the competence approach, reinforcing the role of experience and practical application of knowledge competencies in self-study of foreign language by students. This article presents the following components of the model of formation of foreign-language competencies of students in self-learning activities: goals, objectives, principles, stages of the formation of foreign language competences in self-learning activities, forms, functions, content of self-learning activities, result. The content of this article can be used to improve the process of teaching of foreign language, not only in the higher schools but also in the secondary vocational schools.

**Keywords:** model, foreign language competencies, self-learning activities, students, higher educational universities

## 1. Introduction

Nowadays technical universities as well as many other establishments of higher education are in the process of reforming and one of the direction of it is to use self-learning activities of students in the professional training of future competent specialists.

Modern graduates get higher education in qualitatively different conditions of the organization of the educational process and professional training (Masalimova, et al, 2014; Abdrakhmanova et al, 2006). Firstly, the federal government standards for the new generation are designed on the basis of competent approach, in which the sense-construct becomes a set of competencies needed for success in the certain area. Competencies are considered as an integrators of knowledge and are guided to action determining the willingness of the subject of teaching and professional activities to meet the challenges of the modern labor market (Bagateeva et al, 2013). Secondly, a significant difference between the new state educational standard of competency-based approach is to focus on the result: universal (key), professional and subject-social competences. The need for competent approach is called by the refinement of objectives and results of training of future specialists in technical university on the level of vocational training (Ishmuradova, 2006). Thirdly, projecting of the state educational standard of higher technical professional education on the basis of the forming of competencies involving employers to help the academic community in the formation of social order for graduates with a specific set of competencies, including foreign-language competencies (Ishmuradova, 2008). Fourthly, in the process of teaching of the future competent person in technical university the role of students becomes very important in self-learning activities because the national standard approves this type of students work which is the basis of studies and is carried out in four major areas: self-study of educational content during the lessons, self-education, self-control, self-upbringing.

## 2. Materials and Methods

130 students took part in the experiment. In the experimental group there were 64 first-year students and in the control group there were 66 students. Experimental and control groups were chosen so that the level of formation of foreign language competencies of the students were similar.

During the study of the levels of formation of foreign-language competencies of students in self-learning activities we used the following diagnostic tools: the author's technique of revealing the formation of various levels of foreign language competencies of students of technical university on the basis of the routing introspection and manifestations of different abilities of activity; participant observation of foreign language teachers in the process of self-learning activities of students; test cards of self-learning activities of students in the process of study of foreign language; modified versions of the questionnaire of individual style of self-learning activities of students of technical university in the study of foreign language.

The level of assessment of formation of foreign language competencies in self-learning activity was based on self-assessment and monitoring of students by teachers. Diagnostic data were processed by counting the number of foreign language competencies that students determined in themselves and added expertise data. The next was calculated correlated or integrated index of formation of foreign language competences as the average of all competencies. On the ascertaining stage of the experiment was detected the starting level of formation of foreign language competencies of students of technical university in self-learning activities. The criteria were identified for self-learning activities of students in the study of foreign language in technical university: the ability of the student to plan self-learning foreign language activities, to organize and evaluate it; the quantity and quality of self-learning tasks while working on educational tasks; readiness for self-use of foreign language competencies of students in the process of self-learning activities in the study of foreign language; students' attitudes toward foreign language activity (presence of cognitive interest, activity in the selection of types, forms of self-learning activities).

On the basis of aggregation of manifestation in self-learning activity in the study of foreign language were defined different foreign language competencies in relation to their criteria indicator levels of formation: high, medium and low.

During the forming stage in the experimental group was tested the model of the foreign language competencies of students of technical university in self-learning activities. The model was implemented in a certain didactic sequence: creating by foreign language teachers of the information environment on the organization of self-learning activity on the basis of methodological support of students (guidelines, manuals, installations); students learning algorithm of self-learning activity in the study of foreign language; trainings on the development of foreign language competencies based on the use of various forms of self-learning activities; elective courses.

## 3. Results

The model of formation of foreign-language competencies of students of technical university in self-learning activity is a diagram of process that ensures its integrity at the level of substantive, procedural and efficient elements. The schematic model made it possible to identify: goals, objectives, principles, stages of the formation of foreign language competencies in self-learning activities, forms, functions, content of self-learning activity and its components, the set of foreign language competences; result. Two dominant problems were determined in realizing two objectives: strategic and tactical. The strategic objective is to use the potential of self-learning activities of students in the study of foreign language in technical university. Tactical objective is aimed to optimal combination of different forms and types of self-learning activities of students of technical university with specific training areas. In solving these problems we relied on three dominant principles: predictability, step by step, self-development. The principle of predictability is due to the very nature of self-learning activities is focused on the formation of the subject of self-teaching and professional activities. The principle of step by step involves a gradual transition of students from plan to the course of action and to the program of implementation of self-learning activities with the specific trends of the university. The principle of self-development concerns the development of the subject of educational activity on the basis of self-learning activities in the direction of self-education, self-control, self-upbringing. The stages of self-learning activities are: preparation for self-learning activities (planning, goal-setting, programming); realizing (implementation, management, organization); analysis of the results (monitoring, evaluation, control); reflection (self-control, autoreflexing); forecasting (new goal and planning). The classroom forms of self-learning activities are: abstracts, articles, reports, course papers, diploma papers. The extracurricular forms of self-learning activities are: conferences, online conferences, briefings, negotiations, auctions, presentations. The functions of self-learning activity:

research, transforming, constructive. The research function is search for subjectively and objectively new on the basis of self-learning activities of students of technical university in the study of foreign language with the specific activities of the faculty. The transforming function is to create a new transformation of pedagogical conditions of the organization of foreign language self-learning activities of students of non-linguistic faculties with specific of professional training and personal needs of students in self-education and self-control. The constructive function is aimed for significant result in the study of foreign language through self-learning activities of students of technical university as training and vocational subjects of professional activities, of personal and professional growth. Self-learning activities in the lessons of foreign language for students of technical university have "framework" and multifunctional character in different contexts of future professional activity. In this connection, it can be used as pedagogical means and forms of the subject in educational and professional activities. The result of the formation of foreign-language competencies of students of technical university in self-learning activities are stable formations of the subject of self-learning activity, allowing it to implement and form potential of the complex of foreign language competencies (speech, language, compensatory, learning-cognitive, socio-cultural, communicative-designing) (Derdizova & Ishmuradova, 2013; Ishmuradova, 2008; Evgrafova, 2012; Maksimova, 2007).

Only realizing the relationship of all these structural and functional components of the model can be carried out correction of the formation of foreign-language competencies of students of technical university in self-learning activities. Reliance on the developed model contributes to the gradual transfer of the formation of foreign-language competencies of students of technical university from the state of the external control of subjects into the process of self-learning activities.

During the stage of the experimental work was carried out comparing the level of forming of foreign language competencies of students of the control and experimental groups of technical university. The experimental results showed that students who study foreign language on the basis of self-learning activity showed interest to the formation of complex foreign-language competencies. Formation of foreign language competencies of the students of technical university in the experimental groups were due to the degree of their self-learning in the process and consideration of the specific areas of training. In this case all the criteria indicators of complex foreign-language competencies of students of technical university were manifested and formed into a self-learning activities in process: diagnosis (self-assessment, expert reviews); incentives; organization; evaluation; correction through the individual tasks for self-learning activities of students in the study of foreign language. In the experimental groups in the process of learning foreign language through self-learning activities of students used its various forms and types. Students themselves selected the different forms and types of self-learning activities. In the process of study of foreign language students creatively used different algorithms of self-learning activities. As a result of the experimental work the majority of the students in the experimental group was formed by the need for active, creative learning foreign language based on self-learning activities. All the results of the experimental work are presented in the table 1 and in the figure 1.

As the table shows the comparison of results of the final sections of the experiment and after in the control and experimental groups, we found a significant increase in all foreign language competencies and integrated index in the experimental group and a slight increase in the control group. Most of the students of control groups remained at levels "medium" and "low". The number of students in the experimental groups were distributed on the basis of the transition from a low level to "medium" and then at a "high". On the basis of the analysis of the results revealed a positive dynamics of the formation of foreign-language competencies of students of technical university in self-learning activities. In the experimental group this was revealed in decrease in the number of students from low-and middle-formation of foreign language competencies (13%) with simultaneous increasing the number of students with high level (25%). In the control group, the number of students with low level of foreign language competencies formation decreased by 9%, with an average level increased by 11%, and the high level did not changed. The results of the experimental work confirm the effectiveness of the developed criteria indicators of foreign language competencies and justify their use for diagnostics (self-esteem, expert reviews), promotion, evaluation, correction, updating and contributing to improve the formation of complex of foreign language competencies of students of technical university in self-learning activities. Comparative analysis of the control phase of the experiment testifies the success of formation of foreign language competencies of technical university students in self-learning activities.

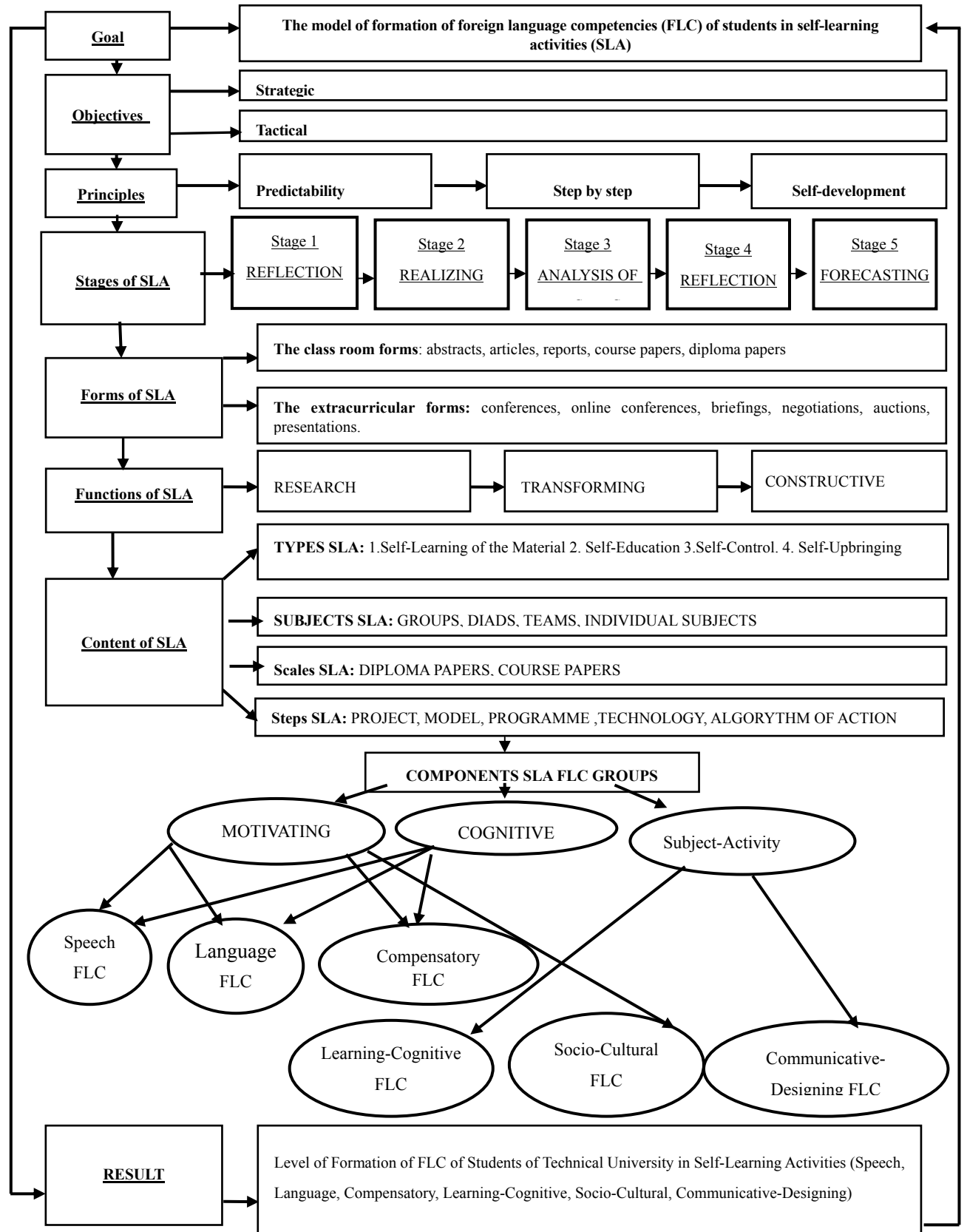


Figure 1. The model of formation of foreign language competencies (FLC) of students in self-learning activities (SLA)

Table 1. Dynamics of formation of levels of foreign language competences of students of technical university in self-learning activities EG and CG in the course of the experiment (in%)

Foreign language competencies (FLC)	Group	Levels					
		Low		Medium		High	
		Before Ex	After Ex	Before Ex	After Ex	Before Ex	After Ex
Speech competencies	EG	71	44	21	37	8	19
	CG	70	55	23	33	7	12
Language competencies	EG	66	19	25	53	9	28
	CG	78	48	12	31	10	21
Compensatory competencies	EG	74	44	20	35	6	21
	CG	66	48	28	32	6	20
Learning-cognitive competencies	EG	60	12	28	64	12	24
	CG	72	35	26	59	2	6
Socio-cultural competencies	EG	67	37	29	45	4	18
	CG	84	61	15	30	1	9
Communicative-designing competencies	EG	74	53	26	36	0	11
	CG	72	64	28	32	0	4
Integrative criterion of FLC	EG	68,6	34,8	24,8	45	6,5	20,1
	CG	73,6	51,8	22	36,1	4,3	12

Assessment of the statistical significance of differences in the level of formation of integrated index of foreign-language competencies of students of technical university in self-learning activities in the experimental and control groups was measured using a test of homogeneity ( $\chi^2$ ). The value obtained in the experimental group of a statistical criterion  $\chi^2 = 56,7$  is greater than the corresponding table value at  $m-1 = 2$  degrees of freedom, constituting  $\chi^2 = 13,82$  and the probability of error tolerance of less than 0.05. Thus, the reliability of differences is 95%. In the control group the value of statistical criterion is less than the table. Therefore, we can conclude about the positive results of experimental work on the formation of foreign-language competencies of students of technical university in self-learning activities.

#### 4. Discussions

In revealing the research problem we relied on the theoretical foundations of self-learning activities of students of university, presented in works of M. N. Berulavy (2009), V. P. Bepalko (1989), V. Graf (1982), B. P. Esipov (1963), E. S. Zaire-Beck (2002), I. I. Ilyasov (1994), V. Y. Liaudis (1996), A. V. Usova (2003) and others. Self-learning activity of students of technical university in the process of learning foreign language is considered as a specific form of creativity and universal means of development of competent specialists. Scientists' opinions diverge regarding the didactic functions of independent work of students of university. As a method of learning it is treated by A. O. Bagateeva (2014), A. Gocer (2008), A. G. Kovalev (1988), V. N. Druginyn (1982); as a method of learning study by A. V. Usova (2003); as a component of creative and informative and practical activities by Y. C. Tsai and Y. C. Li (2012), R. Ghadirzadeh, F. P. Hashtroudi and O. Shokri (2012), V. Graf (1982), I. I. Ilyasov (1994), V. Y. Lyaudis (1996) etc. In the whole the opinions converge on what self-learning activity of students of university is connected with the system of pedagogical conditions ensuring management of training activity of students occurring in the absence of the teacher and without his participation. This fully applies to the formation of a number of foreign-language competencies of students of technical university in self-learning activities. The problems of the formation of students of university of communication, cross-cultural, foreign language competencies are described in the dissertation researches of Zh. I. Aytuganova (2003), T. V. Bukina (2005), E. V. Maksimova (2007), M. S. Mitryuhina (2005), O. V. Nemirovich (1999), I. P. Pavlova

(1992), E. I. Passov (1985), N. N. Prudnikova (2007), I. I. Khaleeva (1990), Koroleva, N. E. (2013) etc. However, insufficient research is devoted to the formation of foreign-language competences of students of technical university in self-learning activities and teaching conditions of this process.

## 5. Conclusion

Thus, foreign-language competencies are manifested, realized and formed into a self-learning activities of students in the study of foreign language-specific areas of training future specialists. Foreign language competencies of students are formed in the process of self-learning activity in the study of foreign language as a set of integrated sustainable entities of the subject of self-learning activities, including: language, speech, compensatory, learning-cognitive, socio-cultural and communicative-designing competencies.

The developed model of the foreign language competencies of students of technical university in self-learning activities include: goals, objectives, principles, stages in the formation of foreign language competencies that are specific for self-learning activities of students of technical university; forms; functions; content of self-learning activities (types, subjects, scales, steps); structural components of self-learning activity (motivational, cognitive and subjective-activity); groups of foreign language competencies: speech, language, learning-cognitive, compensatory, socio-cultural, communicative -designing); the result of the formation and levels of foreign language competencies in self-learning activities of students (high, medium and low).

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