

## LEVELS OF LINGUISTIC SELF-EDUCATIONAL COMPETENCE DEVELOPMENT AMONG THE STUDENTS OF NON-LINGUISTIC SPECIALTIES

(Recibido el 13-06-2017. Aprobado el 08-09-2017)

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**Abstract.** The levels of linguistic-self-educational competence, their main criteria and indicators are described in the article on the basis of psychological and pedagogical literature analysis. The mastering of a foreign language is not only the task of an education institution, but also a personal necessity. The students of non-linguistic specialties have the least deal with a foreign language, but a foreign language is of great importance for them. The main difficulties that are analyzed in the article are related to the insufficient competence of students of non-linguistic specialties and to an insufficient initial preparation in the field of a foreign language. Preparation of future specialists with the use of foreign literature becomes more relevant nowadays. A big role belongs to the process of self-education that lasts throughout a person's life, which does not contradict the new state standards in the field of education.

**Key words:** educational competences, level, indicator, criterion, linguistic self-educational competence.

## 1. INTRODUCTION

The purpose of learning and educational process at a higher school of Russian Federation is the training of a highly qualified specialist. Foreign language is the discipline of the basic part of the basic educational programs, including the direction of 23.03.01 "Oil and gas business". Educational competencies are OK-5 and OK-7 (general cultural competences), which assume not only the increase in the initial level of a foreign language knowledge achieved at the previous stage of education, but also the capacity for self-organization and self-education. The development of these competencies served as the basis for experimental work, namely: to test the effectiveness of our proposed system for linguistic-self-educational competence development among the students of non-linguistic specialties in the teaching of a foreign language at a university.

The purpose of this article is to describe the levels of linguistic self-educational competence development among students, as well as the identification of the main criteria and indicators concerning the competence under study.

## 2. MATERIALS AND METHODS

Analyzing the concepts of "criterion" it can be argued that this is a sign, the basis for an object measurement and evaluation" (Kossakovski, et al. 2014) (*Philosophical Encyclopedic Dictionary* p. 271). The tool or the foundation of the criterion manifestation is such indicator as "data by which it is possible to judge the development, the progress, the properties and the qualities of something" (Ladanov, 2013).

Highlighting the sign of integration, as well as a personal quality (Ilyashenko & Meshkova, 2012) in the notion of "linguistic-self-educational competence" gives the grounds for the singling out of not one but a number of criteria and indicators that characterize the process of its formation. Linguistic-self-educational competence is understood by us as an integral quality of an individual, which includes a whole system of knowledge, skills and abilities, a positive motivation for the successful implementation of self-educational activities in the field of foreign language.

Analyzing the scientific literature (N.V. Kuzmina, I.P. Podlasy, V.V. Serikov, V.A. Slastenin and others, in linguodidactics: O.A. Artemieva, E.B.

Kolmen, R.P. Millrud, E.V. Musnitskaya, E.I. Passov), we came to the conclusion that the priority direction was the ability to apply knowledge not in standard, but in practical situations; the ability to think independently, to find information, to apply linguistic knowledge in another field, to give them a professional orientation (Ibatova, 2015).

During the evaluation of the results, scientists from different regions single out the system of organizational, constructive and communicative abilities, psychological readiness, the presence of creative potential of an individual, professionally important qualities, the values and meanings of a person, and a certain level of professionally necessary personality potential in general (Slastenin, V. A.).

Thus, each science (pedagogy, psychology, linguistics) solves the issue of indicators of a professional competence, as well as linguistic self-education competence development in different ways differently, taking into account its specificity (Tirigulova, Zakirova, Ibragimova & Pupysheva, 2015).

## 3. RESULTS AND DISCUSSION

During the development of indicators for the studied competence development, we proceeded from its structure and the following principles: purposefulness, systematicity, conformity to certain qualitative characteristics, such as objectivity, representativeness, adequacy, reliability, efficiency, simplicity of result detection and evaluation (Kolesnikova & Dolgina, 2016).

Taking into account the structure of the concept "linguistic self-educating competence", its component composition, we singled out the criteria to assess the levels the studied competency development, corresponding to its components (Ibatova, 2015).

*Table 1: Criteria for the development of the linguistic self-educational competence*

<i>№</i>	<i>Criterion</i>	<i>Characteristic of indicators</i>
1	<i>Motivational</i>	The presence of positive motivation, interest, the need for linguistic self-education, a positive attitude to a foreign language learning, a professional interest in linguistic self-education.
2	<i>Cognitive</i>	Linguistic knowledge, professional-communicative knowledge, the knowledge of linguistic-self-educational activity.
3	<i>Activity oriented</i>	Skills of linguistic-self-educational activity, professional and communicative skills, the skills of self-organization, information retrieval, analysis skills, etc.

*Table 2: Levels of linguistic self-educational competence development*

<i>Levels</i>	<i>Characteristic of levels</i>
<i>Zero</i>	The absence of motivation for self-education and linguistic self-education, a student is not aware of a need and the need for this type of activity, interest, as well as the activity during classes is absent. A student has superficial linguistic knowledge, does not realize their importance for his professional development. The skills of linguistic self-education are absent, he carries out actions according to a teacher's orders, he cannot conduct self-monitoring and self-analysis of educational activity.
<i>Low</i>	The presence of a weak motivation for linguistic self-educational activity, the external motives prevail over internal ones, but there is the presence of interest in this type of activity. Linguistic knowledge is not systematized, assignments can be performed according to a pattern or with the help of a teacher. A student cannot reproduce communicative actions independently, he acts according to a model, he lacks the skills of self-assessment and self-analysis.
<i>Average</i>	Slightly expressed internal motives, a certain degree of awareness of this type of activity, i.e. pragmatic motives are expressed, a student shows interest in linguistic self-education, knows how to apply knowledge in practice with small errors.
<i>High</i>	High level of independence in the performance of actions on linguistic self-education activities. A student has a high level of linguistic knowledge, does not need a sample of actions and a teacher's help. A student is aware of the need and the need for linguistic self-education knowledge for personal development. Knowledge is systematized, a student applies and brings knowledge and skills beyond the standard communication tasks. A student is able to carry out their correction.

The basis for the study was the Tyumen Industrial University, the branch in the city of Surgut; Surgut

Extrapolating the indices of a criterion evaluation proposed in pedagogy to the linguistic self-educational activity, we single out several indicators of the corresponding criteria development. According to the cognitive criterion, the indicators are completeness, meaningfulness, and systemic character. According to the activity curve - the degree of skill and ability generalization concerning the transfer to a wider range of tasks and automation. According to the motivational criterion - the stability of interest, attitude and activity in the process of a foreign language learning.

In the course of the theoretical analysis of the literature, we distinguished four levels of linguistic-self-educational competence development. These levels can be taken as the stages of the studied competence development.

State University; Elabuga branch of Kazan State University. The questionnaires were performed by the students of full-time and part-time departments, the teachers of these universities, more than 1200 people took part in different stages of experimental work.

After the determination of the linguistic-self-educational competence level, we proceeded from the structure of the concept under study, so we diagnosed three components of the linguistic-self-educational competence, namely: the level of motivational, cognitive and activity-oriented criterion.

Since the desire of students to learn, to study something new directly depends on the cognitive activity, directed directly by a person, therefore the level of self-development is

The level of diagnostics based on the motivational criterion includes the tests that determine not only the level of communicative abilities and pragmatic motives development, but also the readiness for self-education and self-development.

Based on the diagnostic test "The level of self-organization for learning activities", extrapolating the issues to the area of a foreign language study, we compiled our diagnostic test, which allowed us to determine the level of self-organization in the field of linguistic self-educational activity in higher education.

The analysis of the results showed that most students have a low level of interest development in self-education, the abilities for self-development in

general and in the field of a foreign language. Few students study a foreign language outside a university, in order to increase the level of intellectual development, etc. Only 5% of the surveyed respondents are aware and express their firm position of a foreign language study, personal motives dominate over external ones. More than 75% are ready to study a foreign language independently in order to receive a positive evaluation and study it. The remaining 20% study a foreign language either systematically or as needed. Therefore, the methodical work in this area is reasonable and obvious.

In order to determine the level of the cognitive component development in respect of linguistic self-educational competence and the degree of student proficiency in linguistic knowledge, the following diagnostic methods were used: observation, tests and questioning. Correctly formulated tasks made it possible to reveal the level of systematic knowledge, that is the performance of tasks in different communicative situations involving the knowledge of the same grammatical construction, then the systematics coefficient was calculated depending on the number of tasks and successfully performed operations (Muhametgalieva, Muhametgaliev & Kuzmenko, 2015).

According to the results of the study, we can state that it is necessary to introduce the elements of linguistic-self-educational activity into a curriculum. More than 80% of students have no idea about the algorithm of the above-mentioned activity, the only source of information is the Internet, training is performed just before a session, the self-monitoring system is not available.

The level of the activity component development concerning the research competence was determined by the level of skills development: professional communicative ones, information retrieval, as well as the ability of self-organization, self-management, self-analysis, and the level of independent work skills development, without a teacher's help (Askhamov, Konysheva, & Gapsalamov, 2016).

Students were offered the following tasks: to draw up a project-presentation on a topic under study, write an essay, draw up an analysis of a test, etc. The proposed tasks are the priority in the modern educational process. The experience of completed task study allowed us to reveal the level of the abovementioned skills development. It turned out

that more than 60% of students perform tasks formally, the skills of information retrieval from foreign sources of literature are absent, they are used only by the Internet, the need for linguistic-self-educational activity is absent, the assignments are performed according to a model with a teacher's help. 30% of students have weak ability to plan and systematically work on foreign language skills improvement, although they have a good level of independence and self-organization of educational activities, information search skills are developed, and they know and use the university educational resources. And only about 10% of students have a high level of autonomy, self-organization, assignments are performed not by a model, without a teacher's help, showing a creative beginning, and foreign sources are used (Ibatova, 2015). Students are organized, assignments are performed in a determined period, some students conduct self-monitoring, record the results of completed assignments, plan educational activities in a foreign language due to the rating system introduced at the branch of TIU in the city of Surgut.

The figure 1 shows the characteristics of linguistic self-educational competence level by data averaging.

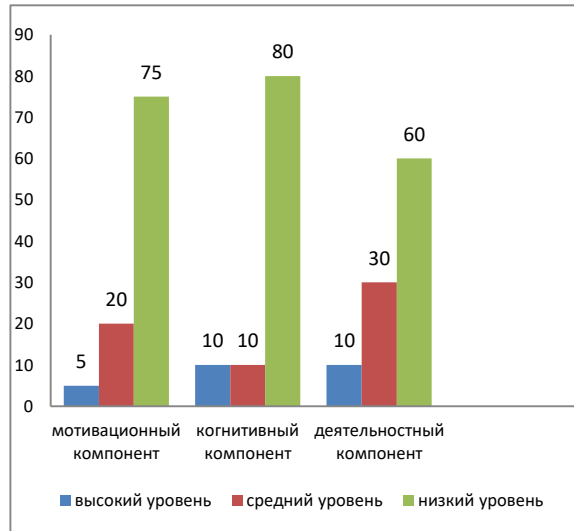


Figure 1. *.высокий / средний / низкий уровень - high / average / low level; мотивационный / когнитивный / деятельностный компонент - motivational / cognitive / activity oriented component*

#### 4. CONCLUSIONS

So, the obtained data and a sufficiently low level of the linguistic self-educational competence of students testify to the need of a targeted methodological and pedagogical work implementation with students in order to increase the level of linguistic self-education.

We believe that it is necessary to reorient an independent work planned in the curriculum not only for the performance of specific tasks, but also for the development of self-educational skills (Danilova, Ivygina, 2015). These can be the projects or tasks that require appropriate skills in information search, the skills to work with foreign sources, organizational skills, etc.

If a university provides unlimited opportunities for self-education among university students, then this process is complicated for part-time students. It is quite difficult to organize linguist self-education activity for part-time students who have a long break in language study, as well as the ones who entered a university after work and who need to repeat, systematize and generalize their knowledge of English language grammar and to develop practical language skill.

## 5. SUMMARY

Thus, the issue of the need to create pedagogical conditions for the organization and realization of self-education in the study of foreign language at a university, contributing to the increase of linguistic-self-educational competence level, remains a topical one. The development of the competence under study is carried out on the basis of the level approach and assumes the presence of four levels concerning the development of linguistic self-educational competence.

## ACKNOWLEDGEMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

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