The role of development of linguistic competencies for preparing future language teachers

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ABSTRACT

Many national and foreign scientists reveal the cognition to use theoretical awareness in practice, the understanding between theory and practice in the sphere of university studies as one of the causes of challenges in the execution of future young teachers' professional activities. Today the linguistic competence approach used in the education system offers a way to this issue with the aid of the formation of special, general, and key competencies. Future language teachers' linguistic competence also contains a variety of private methodological competencies. One of the competencies is linguistics which assures a teacher's willingness to teach the language. This scientific paper reveals the significance of linguistic competence in assuring the development of a new quality of education and studies through the comparative analysis of two lessons. The main goal of this article is to identify principles and improve strategies for the establishment of future teachers' linguistic competence in the context of the continuous pedagogical sphere. The basic method of the investigation was a pedagogical experiment carried out among students and primary school teachers.

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Bo'lajak til o'qituvchilarini tayyorlash uchun lingvistik kompetensiyatlarni rivojlantirishning o'rni

Kalit so'zlar:
lingvistik kompetentsiya,
tilni rivojlantirish,
o'qitish va o'rganish,
ta'lim,
lingvistik tayyorgarlik
tamoyillari va taktikasi,
ta'lim resurslari,
bo'lajak til o'qituvchilari,
masofaviy ta'lim.

ANNOTATSIYA

Ko'pgina milliy va xorijiy olimlar nazariy ongni amaliyotda qo'llash bilishni, universitet fanlari sohasida nazariya va amaliyot o'rtasidagi tushunishni bo'lajak yosh o'qituvchilarning kasbiy faoliyatini amalga oshirishdagi qiyinchiliklarning sabablaridan biri sifatida ochib berishadi. Bugungi kunda ta'lim tizimida qo'llaniladigan lingvistik kompetentsiya yondashuvi maxsus, umumiy va asosiy kompetensiyalarni shakllantirish orqali ushbu muammoni hal qilish yo'lini taklif qiladi. Bo'lajak til o'qituvchilarining lingvistik kompetensiyasi turli xususiy metodik kompetentsiyalarni ham o'z ichiga oladi. Qobiliyatlardan biri bu tilshunoslik bo'lib, o'qituvchining tilni o'rgatishga tayyorligini ta'minlaydi. Ushbu ilmiy ishda lingvistik kompetentsiyaning ta'limning yangi sifatini rivojlantirishni ta'minlashdagi ahamiyati ikki darsning qiyosiy tahlili orqali o'rganiladi. Ushbu maqolaning asosiy maqsadi – uzluksiz pedagogik soha kontekstida bo'lajak o'qituvchilarning lingvistik kompetentsiyasini shakllantirish tamoyillarini aniqlash va strategiyalarni takomillashtirish. Tadqiqotning asosiy usuli o'quvchilar va boshlang'ich sinf o'qituvchilari o'rtasida o'tkazilgan pedagogik tajriba edi.

Роль развития лингвистических компетенций в подготовке будущих учителей языков

Ключевые слова:
языковая компетенция,
развитие,
преподавание и изучение
языка,
образование,
принципы и тактика
языковой подготовки,
образовательные ресурсы,
будущие учителя-языки,
дистанционное обучение.

АННОТАЦИЯ

Многие отечественные и зарубежные ученые выявляют умение использовать теоретические знания на практике, взаимопонимание между теорией и практикой в сфере вузовского образования как одну из причин возникновения трудностей в осуществлении будущей профессиональной деятельности молодых педагогов. Сегодня лингвокомпетентностный подход, используемый в системе образования, предлагает путь к решению этого вопроса с помощью формирования специальных, общих и ключевых компетенций. Лингвистическая компетентность будущих учителей-языков содержит в себе также ряд частных методических компетенций. Одной из компетенций является лингвистика, которая обеспечивает готовность учителя преподавать язык. В данной научной работе раскрывается значение лингвистической компетенции в обеспечении развития нового качества образования через сравнительный анализ двух уроков. Основная цель данной статьи – выявить принципы и усовершенствовать стратегии формирования лингвистической компетентности будущих учителей в условиях непрерывной педагогической сферы. Основным методом исследования был педагогический эксперимент, проведенный среди учащихся и учителей начальных классов.

INTRODUCTION

Examining the issues of social and professional adaptation of young teachers, a lot of scientists note the incompetence to use theoretical awareness in procedure and the gap between hypothesis and practice in the context of the education of university as a cause of challenges in the implementation of professional tasks. Current methodological, pedagogical, and psychological learning are devoted to investigating the methods of carrying together professional education with authentic pedagogical tasks, i.e. enhancing the practical attention of training of teachers, and progress of practice-oriented paradigms of subsequent teachers' training [7;214]. The competency-based method used in institutes puts goals to obstacle these issues. And on this basis, the professional linguistic competence of a teacher is an entire feature that shows a future teacher's ability to obstacle typical professional exercises developing in various cases of professional and pedagogical tasks based on carrying out knowledge and professional experience [10;20]. The professional activity of future teachers is identified by a significant number of drills they teach, and the professional competence of future teachers carry a group of psychological and pedagogical, and particular methodological competencies. One of these capabilities is linguistic and methodological, which inabilities the teacher's willingness to teach the language to elementary school pupils. Linguistic and methodological competence is realized as a skill to perfectly perform methodological tasks and activities on language education of primary schoolchildren in a new data atmosphere on the basis of acquired awareness and first endure and with regard to the requirements of the standard [1;12]. At the similar time practicing examinations (student teachers' questionnaire, presence and examination of their lectures, and also interaction with primary school teachers in the arrangement of advanced training, different examination of their lessons) shows an inadequate level of linguistic and methodological competence of both learners and young teachers, their hesitation to perform language education of primary schoolchildren in the context of the paradigm of activity. The analysis and examination of scientific and theoretical preparation of teachers showed such failing as the non-use of issue ways of teaching and interactive approaches which engage learners in the intellectual task and progress of their initiative and responsibility. All that checks a full achievement of competency-based sample for training of bachelor's students studying in teacher education. The showing conflicts established the significance of the topic of investigation.

Successful professional activity of a foreign language teacher involves the possession of a fairly extensive amount of lexical material and free operation of them in the process of pedagogical activity. The teacher is faced with various problems, new situations that require a certain speech reaction, and various knowledge in his daily teaching practice:

– How to act as a teacher?

– Should he/she limit set of typical phrases?

The opportunity to use a foreign language as a means of communication and have a friendly conversation with students and jointly resolve a problem, including one that is not necessarily related to educational material will be missed. The analysis of the results of teaching practice by students at school showed that the future teacher doesn't always manage to use specific reasons for unprepared speech, create a natural atmosphere in the lesson, and ensure adequate response to a situation that goes beyond educational

topics (lateness, cheating, scattering attention of students, etc.). Language Methodists noted that while teaching teacher face experience during the practice, some difficulties in communicating with the class, pointed to the "lack of lexical units" [6,376].

When perceiving the educational material in English, the student accepts the algorithm of the text structure as the main guide for understanding the content of the material. For example, test control is widely used to assess students' knowledge of the English language. If students are addressed with the help of digital technologies, for example, with tests based on Cloud technology, this situation arouses great interest in students and provides an opportunity to determine the acquired competencies related to science, along with the level of formation of the general worldview of students [1,12]. Today, digital technologies are being used at all levels of education, starting from pre-school educational institutions. However, we have seen that these activities are not organized and do not always follow didactic principles. For example, homework is not just a boring "obligatory" chore, but an interesting stepping stone to a new pursuit. The use of quests in the educational process, not just downloading educational material from the platform, but solving a situational task, a problem in the form of a puzzle, arouses more interest in students, web quests that attract knowledge significantly increase their level of knowledge.

LITERATURE REVIEW

Investigation learns on the recognition of strategies and tactics in the last decades that establish the capabilities which get ready pedagogical university students to perform their professional activity has become applicable. In the area of language teaching it is particularly related to linguistic and methodological competence. Lvov (2007) investigated the components of competence. He differentiated personal qualities such as philological education, speech culture, spiritual and educational interests etc.; and professional qualities that contain subject awareness, a skill to write compositions work with texts, etc., and methodological abilities, i.e. to select studying materials and apply them appropriately to recognize the causes for learners' gaps in awareness and their abilities, to correct and prevent them [1;12]. Sinichkina (2010) gives information about linguistic and methodological competence based on the system of professional competence of a language teacher and distinguishes its basic components: axiological, cognitive, and operational tasks [9;54]. As stated in author, they serve as a vector for the establishing of linguistic and methodological competence, identifying the goal and structure of the future pedagogical activity of a language teacher.

An investigation by Isaeva (2016) pays attention on the formation of linguistic and methodological competence among future teachers of Russian language. The scientist develops two key strategies for linguistic and methodological training of bachelor's, ensuring the development of linguistic and methodological thinking and readiness for practical activities in teaching language to schoolchildren in the context of new standards introduction. According to the author, such strategies include a cognitive approach focused on mastering basic competences, providing the theoretical and methodological basis for professional pedagogical activity, and a projective strategy aimed at mastering practical competence. The issues of linguistic and methodological competence formation are also considered in the context of professional training of primary school teachers [7;214].

On this way, we are especially engaged in the learning of Kurlygina (2012). The scientist carries out a component examination of teacher in the methodological activities with connection to the competencies that inability the establishment of

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linguistic and methodological competence. Based on linguistic and methodological competence formation, the scientist thinks linguistic and methodological exercises as models of authentic pedagogical cases that ensure the first (starting) readiness of a pedagogical university graduate for methodological tasks in teaching foreign language to school pupils [11;369].

The problems of successful professional training of teachers are thoroughly learned by foreign investigators. A scientific review of articles on teacher training from 2000 to 2010 is showed in the publication written by Avalos (2011). In the article, the linguists gave the opinion about how the production leads to the compounding of teacher professional learning and how investigation and achievement have possess cognizance of these causes and supported food for good things and optimism about their results, although not yet about their sustainability in time [8;40].

The research of Opfer and Pedder (2011) is devoted to the issues of teacher professional achievement, the linguist differentiate three subsystems – teacher, school, and learning activity – and depicts how results of these subsystems encourage and can be combined in different methods. As a result, they influence on teacher learning with a varying intensity. The authors conclude that to comprehend teacher learning researchers must use methodological practices that attention to the reciprocal affects of all three subsystems [6;376].

Professional competence was a topic of investigation in the study done by Dante Guerrero and Gerson La Rosa (2013). In the scientific research, the authors give an information about an estimation of the intellectual content of investigation

Connected to teacher professional competence. Applying scientific domain analysis, a new paradigm of data science, the scientists studied a number of scientific articles in journals listed in the multidisciplinary databases: "Web of Science" and "Scopus" from 1950 to mid-2012. The generating scientific map applies the scientific visualization software "Citespace II" promotes visualizing the topic of investigation, special qualities and professional competences' ways. As part of our experiment in preparation for pedagogical practice, we decided to test according to students' knowledge of the English vocabulary of everyday life. We also wanted to check the level of students' ability to be adequate speech partner when resolving non-standard situations, for example, if it is necessary, adjust discipline in the classroom. It is found that according to the results of test, the majority of students are not completed sufficiently, successfully the test tasks.

METHODOLOGY

The investigation applies a complicated of theoretical and practical teaching ways: examination of the theory and practice of teaching, instruction of lower grades in the mode of course preparation; bachelor students and teachers' examination for the purpose of establishing their linguistic and methodological competence; examining of teachers' and students' lessons. The requirements to develop the linguistic and methodological competence of in-service teachers is identified by the examining of their lessons. The subsequent comparative examining of two lessons of two different teachers (teacher 1, teacher 2) on the similar theme of lesson depicts the important role of linguistic and methodological competence in assuring the sufficient of the foreign language lesson on developing subject and meta-subject results.

The plans of the lessons of both teachers are based on activity paradigm. Instructors do not presents the theoretical rule directly, however establish the procedure so that students find and develop a new spelling rule. From the didactic point of view, all stages of the new knowledge acquisition are consistently maintained in teacher A's and teacher B's lessons. However, in the teacher A's lesson, children are more cognitive, independent in their opinions; they carry out analytical work with language material, and consciously formulate the rule through a set of questions, etc. It can be confidently said that the teacher A's lesson on the achievement of subject and meta-subject results is more effective. In terms of linguistic correctness and methodological literacy, the teacher B's lesson is in many ways inferior [4;293].

We begin with the stage of knowledge actualization. Teacher A chooses only four words for work, each of them has only one orthogram, which pupils must determine and correctly solve the spelling problem through selection of a check word. However, working with these four words, the teacher repeats a large amount of information, and moreover, makes an important generalization: two different orthograms (checked unstressed vowels in the word root and paired voiced and deaf consonants in the word root), and only one way to solve a spelling task [2;470]. This is a demonstration of the phonemic principle of Russian orthography, and based on it the teacher skillfully teaches children paying their attention to important key positions, forming children's correct understanding of Russian orthography and, as a result, children's orthographic literacy. The teacher also considers the new spelling rule in the context of this principle, which ensures consistency in students' orthographic knowledge and skills formation.

RESULTS

Acknowledgement stage of the experiment. Educational institutes suggests many advanced training programs, which contain educational program on the development of certain competencies of teachers. Teachers had to select the attention of training that they requires most (without reference to the course dates and location). Suggesting most famous courses among primary school teachers are:

Development of future teachers' subject competence (15%);

Growth of primary future teachers' methodological competence (12%);

Improvement of future teachers' subject, methodological, psychological, pedagogical, and communicative competencies (14%);

Increasing future teachers' skills for improvement of meta-subject skills in students (15%);

Improvement of future teachers' assessment ability (9%).

So, the conducting survey depicts that teachers require to develop their subject and methodological skills. The professional activity of primary school teachers is multi-subject. Hence, teachers had to determine their particular methodological abilities [1;12]. In the theory and methodology of foreign language education, the main conditions for the process of teaching foreign language professionally-oriented vocabulary are identified:

– highlighting the lexical features of the material intended for study in the procedure of preparing for classes;

– focusing students' attention on both methodological and didactic aspects of the lesson;

– the presence of a professionally oriented system of student activities in the classroom (for example, self-preparation, students conducting fragments of the lesson, their comprehensive analysis, identifying errors and searching for their possible causes;

– developing options for test tasks by the students;
– studying questions on the topic under and their discussion;
– creation of visual aids on the studied topic and their presentation) [10;20].

It is especially important to increase the level of motivation of students, it is used in the classroom, in particular, in home-reading, professionally directed literature, which emphasizes the importance of the teacher's work. We understood that the lists of components activation of the professional and pedagogical orientation of training should not be applied sporadically, but purposefully and systematically within the whole range of studies at the university [2;470], in which the fundamental methodological concepts and the most frequent terms that have become widespread in teaching foreign languages are selected and processed.

We considered that the professional lexical competence of a future teacher can be effectively formed when working with professionally oriented authentic texts for home reading, which allow enriching students' active professional vocabulary. We understood that the selection of lexical material depends on the correspondence of texts and speech situations to the professional interests of future teachers, so the content and organization of English training in home reading classes practically are subservient to this goal. As the criteria for selecting texts were:

– relevance, authenticity, cognition, informativeness and the content of the text (story is fascinating/ the story has an interesting plot from the point of view of young people);
– educational professional orientation;
– composite rational design;
– compliance with the level of language for student preparation (the language is not too complicated for students; it is modern and time distance does not interfere with the perception of the text) [5;55].

The selection also takes into account [8;40] the frequency and repetition of lexical material in texts and its use in the professional field. Special presence in the text of the main categories of the terminological apparatus of the future teacher of a foreign language was important. Therefore, as one of the main principles of our technology was the principle of integration of the pragmatic setting "Language for real communication" with an analytical approach to working with a literary text. One of the methods of implementing the technology in formation of professional lexical competence of students is the creation of situations of pedagogical interaction with using professionally conditioned vocabulary. The organization of the learning process was aimed at updating the communicative situations of pedagogical interaction, modeled taking into account the possible circumstances of a foreign language lesson at school.

CONCLUSION

It has been formed that the establishing of linguistic and methodological competence among learners and its development among future teachers will be successful if cognitive and projective strategies are applied in university programs and in advanced training courses for teachers. The usage of the activity type technologies in the learning process, utilizing of methodological tasks as a tool for problem situations modeling and as a means of learning, usage of distance learning in the lesson for teacher training individualization during the course preparation, development and use of a digital educational resource on the discipline promote to make the process of future teachers' linguistic and methodological competence establishment and achievement in the context of continuing pedagogical education more effective and efficient, and the procedure of bachelors preparation as practice-oriented as possible.

Generalization of the results obtained in the study allows us to formulate the following conclusions.

1. Professional lexical competence of future teacher of a foreign language as a significant integrative quality of a linguistic personality can be formed in the process of working with professional mentally relevant texts on home reading research institute in a specialized pedagogical university.

2. The author's technology for the formation of professional lexical competence of the future teacher of a foreign language creates optimal conditions for self-realization of a student in a foreign language pedagogy activity.

3. The developed model for the formation of professional lexical competence of the future student, teacher of a foreign language allows teacher to provide the maximum possible transition from educational activity.

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