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Research paper

On the linguistic training of future teachers of unlike specialties under the conditions of Russian professional education

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Abstract

In the modern world much attention is paid to foreign-language preparation of students, since this is an important component of the graduate's professionalism. In Russia today only high-quality higher education institutions provide quality linguistic training. Therefore, it is necessary to pay attention to non-linguistic higher schools. The aim of the work was to improve the quality of the linguistic training of future teachers. To achieve the goal, we set ourselves the tasks: to determine the significance, content and characteristics of the formation of linguistic training; to analyze the state of professional linguistic training in a modern higher school; to determine and substantiate the content that contributes to the successful formation of a communicative competence that is foreign-speaking - a future graduate. In the work we conducted a study to check the level of the formation of linguistic culture. Participation in the experiment was accepted by students of Minin Nizhny Novgorod State Pedagogical University. The stages of foreign language training with a target setting, the final and intermediate goals of teaching a foreign language at the university are determined. We also considered the formation of the communicative competence of the second-year students who speak foreign languages. The results of the research showed a sufficient level of development of this competence but the university continues to improve the preparation of students in this field.

Keywords: *Linguistic Training, Linguistic Culture; Non-Linguistic Specialties; Vocational-Oriented Training; Competences; Higher School.*

1. Introduction

As practice shows, the issue of linguistic training of students in Russia is quite acute. To carry out professional activities at a high level, students must have a linguistic competence. The relevance of this work is determined by the need to increase the level of linguistic abilities of students of non-linguistic specialties by revealing the level of linguistic culture in the pedagogical university. The quality of the future professional activities of graduates depends on their preparation. Many future teachers will have to use a foreign language in their arsenal. Linguistic higher schools form a sufficient level of language training for their students. In non-linguistic universities today, this issue remains open and not sufficiently developed.

The culture of the transformation of society at the present stage of development is of great importance in the educational system of training future educators [1]. The content of the educational system includes the structure of several components: the diagnostic setting of the goal, the content of the process, the necessary means of communication, the subject of learning and the subject of learning as well as the organizational forms of the learning process [2-4].

In the basis of the study of the linguistic culture of development of the student in modern educational institutions defines the concept of culture of M.M. Bakhtin. In his researches the methodological basis of language education is determined, which is based on the structural, content and functional filling of the educational process and pedagogical activity in general. The concept of M.M. Bakhtin the dialogue concept is fully focused on the individual and is the basis for creating a personal-oriented methodical learning system. Such a system of education fully satisfies the needs of the student in linguistic education, in the development of a creative approach to the learning process. The need for the linguistic preparation of future educators has been proved by a number of scientists who have investigated the problem of the vocational school [5]. This need was determined by a number of factors that have developed at the present stage of the development of vocational training:

- There are increasing demands for quality teacher training at the level of a linguistic speech culture [6];
- The process of education is not only a way of mastering a certain profession, but also a way to familiarize it with modern culture. In the fair judgment of M.S. Kogan, "such a turn of the entire education system is required, in which we would look at the student not as a future specialist, but as a future enlightened person who, of course, must be a good specialist, but this is only a facet of his holistic being";
- A modern educator is a person who possesses a systemic thinking capable of achieving the set goal in view of the interests of society [7];

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- A teacher should be attached to the modern domestic and foreign speech culture [8];
- To attract modern youth to the culture of the country and the peoples of the world [9].

Therefore, the pedagogical training of students will be effective if, at the initial stage of training, certain conditions are created to develop the student's confidence in achieving his goal, to maintain an emotionally psychological climate [10].

It should be noted that the modern system of vocational education in Russia is aimed at the preparation of highly educated graduates, highly qualified, competent professionals capable of professional growth and professional mobility in the context of informatization of modern society and the development of new science-intensive technologies [11].

Hence a new paradigm of the educational process is the formation of the competence of a specialist with specific knowledge and skills.

For example, in the higher schools of Russia there is a growing need for specialists with a good command of a foreign language and also able to use the culture of language communication on a global scale [12].

In this regard, an intensive study of the language situation in most universities and institutions can be fully described as a multilingual system of training specialists [13].

The problem of linguistic training of future specialists of non-linguistic disciplines was studied by us in the process of teaching foreign language to students of non-linguistic specialties. This is connected with the expediency of studying the activity of students at the initial stage of professional development.

Linguistic training at a university that is non-linguistic, the learning process is understood as the formation of a complex of knowledge and skills, the formation of a self-educated personality with the qualities of cognitive activity [13].

The main trend in the linguistic training of non-linguistic universities is the change in the attitudes of students to foreign-language education [14].

Most of the students of higher schools actively participate in the implementation of cultural and educational, international projects, thereby self-regulating their professional activities[15].

Theoretical and practical teaching of non-linguistic faculties to a foreign language is devoted to the works of the following authors: G.A. Bitekhtina, A.N. Bykova, E.G. Vjushkina, N.N. Grishko, Z.V. Emelyanova, I.I. Kryuchenko, and others. It should be noted that the problem of forming the linguistic competence of students in conditions provided by non-linguistic higher schools remains open.

Thus, the linguistic education of students in non-linguistic higher schools at the present stage has an insufficient research field and is subject to further study of the problem of linguistic vocational education based on the formation of personality with the use of self-education and self-development technologies.

2. Methodology

The object of our study was the formation of a communicative competence of foreign experts, graduates of non-linguistic specialties of higher education.

The subject of the study was the content of pedagogical conditions for the formation of foreign language (linguistic) competence of future teachers.

In the study of the formation of foreign language training, there were revealed contradictions: between the requirements of the Federal State Educational Standard of Higher Education in Foreign Language, which reflect the need for non-linguistic graduates to learn foreign languages, able to orientate themselves in a foreign language sphere, ready for business, professional and personal communication, and imperfection their training in higher education; contradictions in the insufficient provision of educational and methodical literature and the development of teachers in a foreign language higher school in certain areas of training.

Based on this, the role of the discipline «Foreign Language» is growing in higher schools engaged in the training of vocational training specialists. Federal state educational standards for higher education require the registration of professional specifics in the study of foreign language training of specialists [16].

In higher educational institutions special attention is paid to the practice-oriented preparation of studying a foreign language of students. For the teaching of a foreign language, the maximum number of credit units allocated for two years of study is allocated in the curriculum, in addition, the discipline «Practice of translation of a foreign language» is introduced, which enables the learner to obtain additional professional knowledge and the formation of professionally significant personal qualities.

Studying the discipline «Foreign Language» influences the increase of professional competence and personal and professional development of students and is a prerequisite for the successful professional activity of a graduate specialist who is able to conduct business contacts with foreign partners [11].

Professional-oriented teaching of a foreign language is now recognized as a priority in the renewal of education.

One of the promising areas of teaching a foreign language is intensive training. Supporters of this trend (L.S. Gegechkori, I.Yu. Shekhter, V.V. Petrusinsky, G.A. Kitaygorodskaya) proposed a realistic and consistent approach to mastering foreign speech as a socio-psychological problem, on the one hand, and how to controlled speech activity, on the other.

Intensive training is understood as learning, aimed mainly at mastering communication in the language of study and relying on the psychological reserves of the individual and the activities of students. There are two factors that characterize this type of training:

- The minimum necessary period for the achievement of the goal (future speech activity) with the maximum necessary volume of educational material and the organization corresponding to it;
- Maximum use of all student's reserves, achieved in conditions of special interaction in the training group with the creative interaction of the teacher's personality.

The leading goal of teaching a foreign language in non-linguistic faculties of higher schools is the formation of communicative competence among students, which implies the ability to understand and generate foreign language statements in accordance with a specific situation, a specific target setting and communicative intent [6].

In our opinion, the result of linguistic training will be a set of competences: linguistic, socio-cultural, discursive, methodical, professional.

Linguistic competence consists of knowledge of the system of language and rules of operating language knowledge in speech activity.

The linguistic-cultural competence is based on the knowledge of the rules of speech behavior in certain standard situations, on the knowledge of the national and cultural characteristics of the country of the studied language and on the skills to exercise their speech behavior in accordance with this knowledge.

Sociocultural competence provides an opportunity to orientate in an authentic language environment, to forecast possible sociocultural interferences in conditions of intercultural communication and ways of their elimination.

Discursive competence means the ability to understand the statements of the interlocutor, to plan speech behavior and to transmit information in coherent, logical utterances.

Methodological competence is the ability of students to effectively and efficiently build their activities to acquire foreign language skills and skills, methodically appropriate, focusing on the goal of learning [17].

Professional competence presupposes the ability of the learner to organize his foreign speaking activity adequately to situations of professionally-oriented communication.

Such training is conducted in several stages in the Minin Nizhny Novgorod State Pedagogical University.

Foreign language teaching in non-core specialties, namely in a foreign language direction, is envisaged in accordance with the requirements of the Federal state educational standard of higher education in terms of the bachelor's level.

The discipline «Foreign Language» is compulsory not only for the preparation of teachers of a foreign language but also for other areas of training [18].

The content of training and the number of assigned credits are determined by the university independently, being guided by the educational standard of higher education. Students of the Minin Nizhny Novgorod State Pedagogical University have the opportunity to study a foreign language for three years to develop a foreign communicative competence that is oriented towards the profile of the graduate's vocational training program. The process of teaching a foreign language in higher education can be divided into three stages, which are interrelated by the nature of the content of Figure 1.

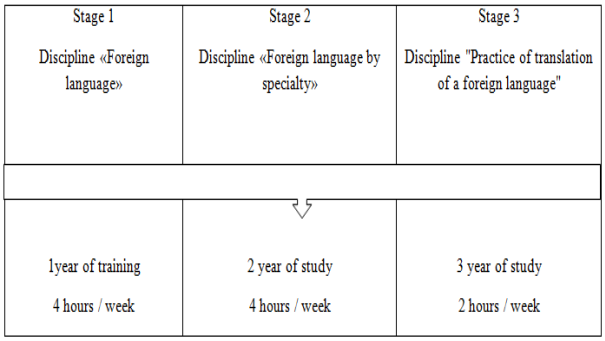


Fig. 1: Stages of Formation of Foreign Communicative Competence of Bachelors of Minin Nizhny Novgorod State Pedagogical University

At the first stage of the study program, a multilevel character of the study of a foreign language is envisaged. The group is divided into subgroups on the basis of this. The goal of this stage of forming a communicative competence in another language is to bring students to a common level of competence.

Such a stage can also be called corrective systematizing the knowledge of the language.

The primary tasks of the first stage, implemented in the first two semesters, are the following:

1) The formation of foreign language linguistic experience, expressed by the process of the formation of lexical and grammatical skills and the development of skills in all types of foreign speech activity [13];
2) Planned and purposeful development of skills to use the strategies of autonomous educational and cognitive activity;
3) Development of the ability to social interaction, cooperation and the joint solution of communicative tasks;
4) The formation of a positive attitude and tolerance to the culture of the country of the studied language;
5) Broadening the outlook and general cultural development of students, stimulating their creative cognitive activity and motivation to learn a foreign language.

The second stage of training future specialists in different areas of training determines the professional orientation of studying the «Foreign Language». It is at this stage that the students form the requirements of a professional linguistic culture of knowledge. The second stage is implemented in the third and fourth semesters, the main objectives are:

1) Further development of foreign language linguistic experience, namely, skills in all types of foreign speech activity in the sphere of academic and professionally oriented communication [15];
2) The formation of professionally thesaurus (lexical minimum), determined by the profile of bachelor's training;
3) Improving the skills to work in a team in the process of carrying out project activities;
4) Formation of skills of scientific knowledge by means of a foreign language [19];
5) Formation of skills of scientific research activity by means of a foreign language;
6) Improving the skills of applying strategies and tactics of autonomous learning a foreign language;
7) The desire for mutual understanding between people of different communities, tolerant attitude to the manifestations of a different culture.

An important role of a foreign language at this stage is the formation of a professional orientation among learners, which is possible only with a systematic study of discipline along with solving the problems of the specialty. In the formation of such a need, the main task of professionally-oriented teaching of a foreign language in non-core specialties follows.

The third stage is the final stage in the formation of a communicative competence in another language. At this stage it provides for the solution of such tasks as:

1) Improvement of previously acquired skills and skills of foreign-language communication and their use as a basis for the development of foreign-language communicative competence in various types of professional activity;
2) Enriching the active and passive vocabulary of students with vocabulary related to the scope of application of a foreign language;
3) Development of professionally significant skills in all types of speech activity in conditions close to typical situations of communication in professional activity;
4) Development of academically significant autonomy skills that provide the opportunity for independent work aimed at increasing the level of foreign language proficiency, conducting research, self-education in the professional sphere using the language being studied;
5) The implementation of students acquired at previous stages of skills and abilities of educational research and research activities.

Our research was as follows. An experimental group of 26 students was selected (experimental group) and a control group consisting of 24 students. When selecting the contingent, we analyzed their academic performance in English on the 2nd course and accepted the hypothesis of homogeneity of the sample of subjects, which was confirmed by the results of the ascertaining experiment. In the experimental group, English language training was carried out in accordance with the model of the formation of a foreign communicative competence and suggested the creation of a communicative-oriented environment for teaching a foreign language using elements of project methodology, role games, debates at scientific conferences using information and communication technologies; introduction of the program of the integrated course of training to a foreign language and Internet technologies; The organization of independent activity of students on mastering a foreign language with the use of extracurricular activities. At the ascertaining stage of the experiment, some shortcomings were found in the formation of linguistic, speech and sociocultural competencies in the nature of the use by the teachers of the elements of the design methodology, role games, oppositional opinions, debates at scientific conferences using information and communication technologies. Based on the results obtained, the work aimed at the realization of pedagogical conditions was projected. The forming experiment included the stage of the formation of the linguistic, speech and socio-cultural competencies of y students in the 2nd course in the 3rd and 4th semesters; an integrating stage aimed at improving all competences that form a foreign communicative competence. The development of competencies at the first stage of the formative experiment was carried out by creating a communicative-oriented environment in the teaching of a foreign language. The implementation of this condition required the preliminary preparation of the teacher. The forming stage of experimental and experimental work assumed an intermediate evaluation of the formation of foreign communicative competence in accordance with all the criteria: linguistic, speech and socio-cultural. However, the analysis of the obtained data showed the inadequacy of the realization of the not-

ed pedagogical conditions for the effectiveness of the process being studied. Formation of language, speech and socio-cultural competencies of students in the 2nd course in the 3rd and 4th semesters took place at the lessons of the elective course «Foreign Language in the Conditions of Informatization and Technological Education» in the experimental group. In accordance with the goal and objectives, the contents of the elective course were implemented in eight classrooms, nine laboratory classrooms (using computers and the Internet) and sixteen practical classes (based on the project method); consultations were envisaged; the final form of control was the offset in the form of protection of projects in English. The final stage of the formative experiment was of an integrative nature and assumed the improvement of all competencies that form the communicative competence of the students who are speaking a different language. For this, consulting activities were introduced into the educational process and independent activity of students in mastering a foreign language using the electronic platform Moodle was organized. The control-generalizing stage of scientific research presupposed the use of the following methods for assessing the formation of the communicative competence of the students of the experimental and control groups communicating abroad: testing, questioning; observation of students' activities; analysis of the data obtained and the formulation of conclusions. Mathematical processing of the results of experimental and experimental work has proved the effectiveness of the formation of the communicative competence of students being foreign speaking, provided that the pedagogical conditions put forward are fulfilled. The communicative competence of the majority of students in the 2nd and 3rd semesters in English in the experimental group is formed at an elevated level (y 70.50%). In both groups, by the end of the 2nd course, the low level of English proficiency (in the experimental group it was 3.85%) was significantly reduced; almost 4 times y of the students of the experimental group the indicator of the high level of the formation of foreign communicative competence was increased. These provisions are clearly shown in Table 1.

Table 1: Formation of the Communicative Competence of Students of the Control and Experimental Groups

Level	The ascertaining stage: quantity		Intermediate evaluation: quantity		Control and evaluation stage: quantity	
	Experimental group	Control group	Experimental group	Control group	Experimental group	Control group
Base	15,7 (60,3%)	15 (62,5 %)	5,67 (21,81%)	8,33 (34,71 %)	1 (3,85%)	6,67 (27,79 %)
Increased	8,6 (33,08%)	7,3 (30,42 %)	16 (61,54%)	12,67 (52,79 %)	18,33 (70,5%)	13,67 (59,96 %)
Tall	1,7 (6,54%)	1,7 (7,08 %)	4,33 (16,65%)	3 (12,75 %)	6,67 (25,65%)	3,66 (15,25 %)

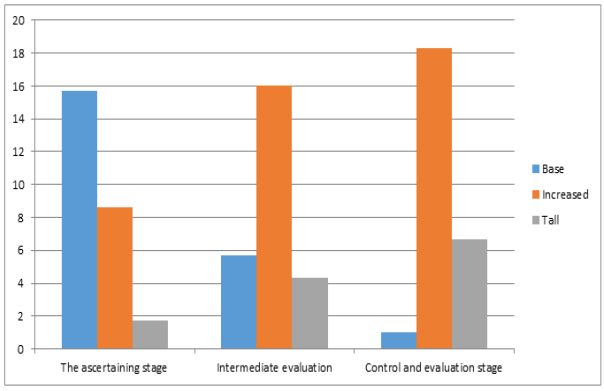


Fig. 2: Dynamics of Changes in the Level of Foreign-Language Communication Competence of the Experimental Group.

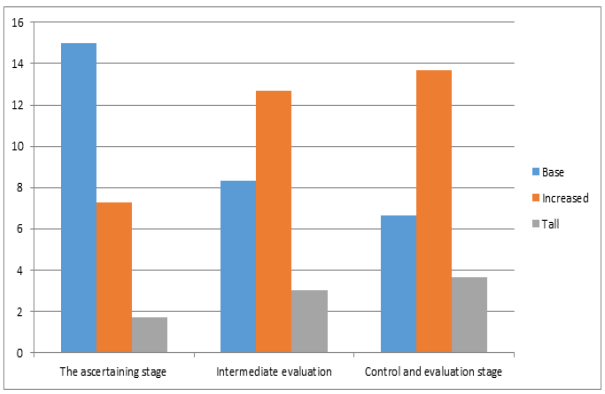


Fig. 3: Dynamics of Changes in the Level of Foreign-Language Communication Competence of the Control Group.

Thus, at the control-generalizing stage, a significant predominance of the experimental group's indices over the parameters of the control group was revealed. The formation of foreign communicative competence of students in the experimental group was significantly higher than the corresponding indicators of the control group, which is explained by the realization of the revealed pedagogical conditions.

In order to trace the levels of the formation of the linguistic culture of students, we propose the following. It is necessary to distinguish levels: initial, sufficient, high. The coefficient of formation was determined by three criteria: rhetorical, psychological, pedagogical, at all three levels. K is the arithmetic average of three indicators: cognitive (k1), activity (k2), reflexive (k3). K = (k1 + k2 + k3) / 3.

Proceeding from what has been said above, we can conclude that the content and gradual study of the structural, content and functional features of foreign-language training in a higher education institution allows successfully integrating it into the general professional training of future specialists, thereby ensuring their development as cultural and linguistic persons who have a high level of communicative competence in another language.

3. Results and discussion

In determining the dynamics of the development of foreign communicative competence, an experimental group of 26 students (experimental group) and a control group consisting of 24 students were selected. When selecting the contingent, we analyzed their academic performance in English on the 2nd course and accepted the hypothesis of homogeneity of the sample of subjects, which was confirmed by the results of the ascertaining experiment. The results indicate that the level of the formation of a communicative competence in another language is higher for the students of the experimental group than for the control one. This is explained by the revealed pedagogical conditions. In general, we can talk about a good level of preparation of students in mastering foreign-language competence.

To determine the levels of the formation of the linguistic culture of the students of the Faculty of Management and Social and Technological Services of Minin Nizhny Novgorod State Pedagogical University

To determine the levels of the formation of the linguistic culture of the students of the Faculty of Management and Social and Technological Services of the Minin Nizhny Novgorod State Pedagogical University, we propose the following. The basis is an experiment in which the groups took part: control and experimental, the composition of which is identical in all characteristics. All respondents are students of pedagogical areas of training.

We have identified the initial, sufficient, high levels. The coefficient of formation was determined by three criteria: rhetorical, psychological, pedagogical, at all three levels. K is the arithmetic average of three indicators: cognitive (k1), activity (k2), reflexive (k3).

K = (k1 + k2 + k3) / 3.

Table 2: The Levels of the Formation of the Linguistic Culture of Students in the Profile of Training «Economics and Management»

Level	Experimental group		Experimental group		Experimental group		Control group	
	n	%	n	%	n	%	n	%
Elementary	12	55,4	9	45	13	56,4	11	47,7
Sufficient	6	22,4	7	33	5	24	9	35,6
Tall	5	22,2	4	22	4	19,6	3	16,7
Total	23	100	20	100	22	100	23	100

Table 3: Levels of the Formation of the Linguistic Culture of Students in the Profile of Training «Jurisprudence and Law Enforcement»

Level	Experimental group		Experimental group		Experimental group		Experimental group		Control group	
	n	%	n	%	n	%	n	%	n	%
Elementary	7	34,8	6	32	7	34,8	4	29,4	5	34
Sufficient	8	36	8	39	8	39	5	34	6	40
Tall	6	29,2	5	29	4	26,2	6	36,6	3	26
Total	21	100	19	100	19	100	15	100	14	100

As can be seen from the data obtained, the majority of the subjects have a low level of linguistic culture. Sufficient level of sociability is available from 22% to 40% of the subjects. Higher percentage of students studying on the profile of «Jurisprudence and law enforcement». These students are better oriented in various pedagogical situations. The level «Higher than sufficient» has from 16% to 30% of subjects.

After the study, the following problems became clear:

- A rather low level of linguistic culture;
- Insufficient readiness for communication in a foreign language in the professional sphere;
- Absence of reflexive skills in speech activity.

4. Conclusion

Foreign language preparation of teaching a foreign language in the Minin Nizhny Novgorod State Pedagogical University takes several stages. At the first stage of the study program, a multilevel character of the study of a foreign language is envisaged. The group is divided into subgroups on the basis of this. The goal of this stage of forming a communicative competence in another language is to bring students to a common level of competence. The second stage of training future specialists in different areas of training determines the professional orientation of studying the «Foreign Language». It is at this stage that the students form the requirements of a professional linguistic culture of knowledge. The third stage is the final stage in the formation of a communicative competence in another language. Also, Minin Nizhny Novgorod State Pedagogical University was an experimental base for the research «Levels of formation of the linguistic culture of students». The experiment showed that the majority of the subjects studied had a low level of linguistic culture. Sufficient level of sociability is available from 22% to 40% of the subjects. The level «Higher than sufficient» has from 16% to 30% of subjects. We also considered the formation of the communicative competence of the second-year students who speak foreign languages. The results showed that the formation of foreign-language communicative competence is at a sufficiently high level and the university continues to promote the development of this competence among students.

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