

Teaching English by means of competence-based approach to the students of secondary vocational education

Elena Eltanskaya
*Volgograd State University,
 Institute of Philology and Intercultural
 communication, Chair of Germanic and
 Romance Philology*
 Volgograd, Russia
yeltanskaya@volsu.ru
<https://orcid.org/0000-0001-8793-1083>

Anastasia Arzhanovskaya
*Volgograd State University,
 Institute of Philology and Intercultural
 communication, Chair of Germanic and
 Romance Philology*
 Volgograd, Russia
arjanovskaya@volsu.ru
<https://orcid.org/0000-0001-6606-3248>

Yulia Linkova
*Volgograd State University,
 Institute of Philology and Intercultural
 communication, Chair of Germanic and
 Romance Philology*
 Volgograd, Russia
linkova@volsu.ru
<https://orcid.org/0000-0003-3628-4626>

Abstract — The article considers the competence-based approach as one of the tools for the modernization of secondary vocational education system. Historiography of the study is analysis of this approach from the point of view of psychology, in the socio-cultural aspect, as well as from specific competencies formation viewpoint. The implementation of new approaches to teaching foreign languages in vocational education is one of the strong requirements of the new Federal Educational Standards. These approaches help to achieve the main goal of teaching foreign languages - the formation of a language personality capable to carry out verbal and written communication in multicultural environments. The key educational competencies are listed and characterized: value-semantic, general cultural, educational and cognitive, informational, communicative, social labor, self-improvement. The example of the structure of the training session in the context of competence-based approach is given. It was determined that the competence-based approach makes the process of foreign languages learning more practice-oriented, contributes to the formation of the competences necessary for foreign communication, formation and development of the intellectual and creative potential of students. Thus, the development of all competencies enables a specialists to freely enter domestic and professional communication.

Keywords — *competence-based approach; vocational secondary education; foreign language teaching; competence; Federal Educational Standard; methodological tools*

I. INTRODUCTION

An important task of the Russian society is its sustainable innovative development. The system of secondary vocational education is one of the leading positions in determining the strategic goal of such development. The primary goal here is the formation of an intellectual, professionally competent person, ready to cope with professional goals and take full responsibility for their performance.

In order to support the objective, course steering documents for many specialties of secondary vocational education were updated; the State educational standard of secondary vocational education was also updated and

approved. A lot of new, more popular in the modern labor market qualifications were added to the Classifier of professional occupations and specialties of secondary vocational education.

Consequently, the list of proposed specialists training programs for secondary vocational education includes the following specialties: “Information security of automated systems”, “Mechatronics and Mobile Robotics”, “Information Systems (branch-wise)”, etc., for which reason it is necessary to develop new programs for these fields of training. The need to ensure the competitiveness of future mid-level specialists in accordance with the state order and the demands of regional labor markets determines the importance of forming a number of general and professional competencies [1].

In modern pedagogical science, the study of the competence-based approach as an objective phenomenon in education, caused by various socio-economic and pedagogical prerequisites is emphasized. This approach is considered from the psychological point of view [2; 3], in the socio-cultural aspect [4; 5], from the standpoint of the specific competencies formation [6; 7]. However, the study of the competence-based approach from the subject competencies point of view has not received adequate coverage in the works of scientists yet, supporting the relevance of proposed work.

In this article we will consider the competence-based approach implementation to teaching a foreign language for the "Information systems (branch-wise)" training direction. The “Foreign Language” academic discipline is included in the compulsory humanitarian and socio-economic training cycle.

II. COMPETENCIES STRUCTURE

A distinctive feature of the competence-based approach is the integrated acquisition of knowledge and skills by students. As a result, there is a need for a new methodological framework, formed on the basis of the relevant competencies structure:

1. Value-semantic competence, which is related to the world outlook field.

It is based on personalized universal learning activities (correlation of actions and events with accepted ethical principles, knowledge of moral values and norms, the ability to identify the moral aspect of behavior, orientation in the social structure and interpersonal relationships). This competence forms the individual educational trajectory of the student and the program of his social behavior in general.

2. General cultural competence - a set of knowledge, skills, elements of cultural experience (national-cultural and spiritual-moral values, traditions and customs, scientific and religious knowledge, competence in everyday, cultural and leisure spheres), aimed at studying the ways of physical, spiritual, intellectual self-development of the student.

Within this competence, the following aspects can be distinguished:

- semantic - an adequate analysis of situations, formed on the basis of the studied cultural samples; understanding and assessing situations of this nature;
- problem-practical - an adequate interpretation of the current situation, the way and methods of solving it;
- communicative aspect - adequate communication with relevant communication and interaction patterns.

3. Educational and cognitive competence, which is aimed at independent cognitive activity, containing logical, methodological, general educational aspects (goal setting, planning, analysis, reflection, self-assessment). Within the framework of considered competence, the requirements of the necessary functional literacy are established (the difference of facts from assumptions, knowledge of measurement skills, the use of probabilistic, quantitative and other methods of cognition).

4. Informational competence is the ability to carry out an independent search, analysis, selection, processing and transmission of necessary information through the use of information technology.

5. Required language proficiency, knowledge of communication means to interact with other participants of communication, ability to work in a group, social structure orientation determine the communicative competence of the student.

6. The competence of personal self-improvement which is targeted to the student her/himself, is aimed at mastering the methods of student's purposes activity, continuous self-development, the formation of key personal qualities of a modern person, psychological competence, culture of thinking and behavior [2].

A prerequisite for a new approach in education is the implementation of a new teaching methodological basis, based on the psychological and age characteristics of students.

Special attention is paid to the consideration and solution of specific, practical, common tasks rather than to educational examples designed as an illustrative material. The main effectiveness indicator of training will be a

meaningful experience of activity in preference to knowledge, skills and abilities.

As the result, it is necessary to consider the structural and methodological aspects carefully and pay special attention not only to the educational, but also to the psychological substantiation of the material in the process of a training session planning within the framework of the considered approach.

Next, we will consider an example of the training session phased structure within the competence-based approach:

- setting goals and main objectives;
- competent interpretation of the lesson (structuring of the lesson: theoretical, practical, educational components);
- choice of educational and cognitive activity organization form. Within this approach, preference is given to creative tasks (situationality, research projects, individual trajectory of a new material learning);
- selection of teaching methods and forms;
- selection of assessment tools to check the competence achievement levels (primary, intermediate and summative assessment).

Competence-based approach enables solving a number of educational activity key tasks such as:

- integration of personal and professional training of a specialist;
- unity of educational and nurturing processes;
- learning processes focus on the result;
- formation and development of the intellectual and creative potential of students;
- formation of skills to apply this knowledge in practice, in various professional and life situations;
- formation of universal competencies.

Within the framework of this approach, the teacher must realize that it is impossible to plan lessons based on his/her past experience. The main task of his/her activity in this case is to ensure success in the future professional life of students.

Now we will consider some aspects of mastering the discipline "Foreign language in professional activity", when students already have a basic level of knowledge and skills, as well as some experience in the speech activity implementation.

The main problem in this case is the formation of foreign language learning motivation. In order to increase motivation, it is necessary to take into account such factors as the changing of educational process organization, improving the pedagogical and language competencies of the teacher, as well as the influence of sociocultural phenomena.

In addition, in order to support this motivation, it is also necessary for students to have a desire to achieve success in their professional activities, become experts in the field of study and adopt foreign experience.

The evidence from practice shows that in order to master a foreign language, it is necessary to have regular classes and competent organization of the educational process. For this purpose, Information and Communication Technologies are used, which contributes to the formation of a positive psychological motivation to learn a language. In this case efficiency is determined by the psychological aspect of the lesson, when it is organized in such a way that the main goal is to train students' professionally oriented vocabulary.

In the furtherance of this goal, the teacher uses such interactive methods as:

Brainstorming.

It is technique for generating new ideas on a topic. These methods stimulate creative activity of the students in solving various problems and expressing their ideas. Teacher should listen to all utterances and not criticize them. Instead of this he/she inspires the students to give as many variants of solving the problem as he (or she) can. Lack of criticism creates positive conditions for the students to express their ideas freely and motivates them. The method of brainstorming develops creative and associative thinking, initiative, and the ability to produce a maximum of ideas in a short time period.

Cluster.

It is one of widely used methods in teaching foreign languages. Presenting new vocabulary a teacher writes a new word on the blackboard and students tell the words that can be used together with the given one or corresponding to the topic.

Discussion.

This method requires studying the material on the given topic before starting discussion. After having learnt the vocabulary and grammatical material on the theme students may start discussion. This method helps the students express their ideas consistently and logically by presenting arguments for their utterances. During the discussion students work in small groups and this improves their activity because every member of the group should express his/her ideas and participate in the discussion.

Role playing.

Role playing involves the students into active work by positively influencing on their inner activity. This provides favorable conditions for team working. Such situation improves their motivation, personal potentials of inner activity and practical language skills. During the role playing such skills as creativity, getting out of the difficult situations, resourcefulness, self-managing are formed. Role playing has not only educational aim, but also has social aims since some real-life situations are modeled here for teaching [8].

A business game.

During business role-playing a real situation of professional activity and professional thinking is simulated. This requires systemic use of different skills. The advantage of this method is in extending students' linguistic knowledge in addition to developing interest in their

professional growth. Business role-playing gives emotional experience, the experience of professional communication, experience of forming a joint decision on the basis of the gained knowledge. This form of activity allows students to demonstrate their creative abilities and work out their personal position.

Case study.

The case study method requires participation and involvement from each student in the classroom. This method provides students with an excellent opportunity to apply creatively the language material on the basis of their professional knowledge and allow them to adapt themselves to the real-life situations. Its main goal is to teach future specialists to analyze information, evaluate alternative ways of solving problems and find the most optimal option out of several possible ones. The advantage of the considered method is the ability to develop team working skills, interdisciplinary awareness, context analysis, choice estimation, and also abilities to present the results of conducted research and to project the consequences of one's resolution.

Projects.

The project-based method is aimed at obtaining practical results. It enhances active and independent thinking of students and directs them to collaborative research work. The teacher sets the theme of the project with a clear structure. The themes are subdivided and regarded as tasks for students' project work. The project work can be fulfilled either individually or in groups. When working on the project, each student reveals their own activity and individuality regardless of their linguistic abilities. During the project period students collect and analyze a great amount of work on the theme and create audio and visual presentations.

Round tables. Debates.

These methods are used to generate public discussion of a given problem, for consolidation of the prior learned topics and teach the culture of conversation.

The Round Table technique is also intended as a discussion forum to allow different points of view to be exchanged.

Debates are public speeches when two competing groups oppose each other and in the course of communication there cannot be suggested only one definite answer to the given question. It is necessary to persuade a neutral third party, that the arguments of one students group are more convincing than the arguments of the other group.

Videoconference.

Videoconference allows all the participants of an educational process to communicate by means of Internet technologies in real time, share the information with each other and discuss it in an interactive mode.

Multimedia learning.

The process of interactive teaching and learning by using such methodological tools as video and audio materials, multimedia computer programs and numerous Internet resources. These teaching aids create a sense of presence in the authentic linguistic and professional environment.

Thus, it should be noted that interactive methods in teaching English ensure energetic interaction of communication parties [9]. We will consider the techniques used in the process of teaching a foreign language to students of secondary vocational education:

- techniques that are associated with the use of didactic teaching aids: key terms highlighting, mind maps making, listening and highlighting keywords that relate to the subject of the text you are listening to, writing a crossword puzzle using your active vocabulary, studying business correspondence by writing a resume, receiving an application for work based on the provided samples);

- techniques associated with the pedagogical communication of the teacher and the student, communication between students, which includes: determining the best translation option, creating dialogical and monologue speech based on the studied material, using rendering the text activity;

- techniques designed to take into account intra-collective relations, these include: discussion of abstracts, expressing one's opinion (using the constructions In my opinion ..., As for me ..., To my mind ..., I believe that ..., In my experience ..., I'd like to point out that ..., As far as I'm concerned ..., Speaking for myself ..., Personally, I think ..., I'd say that ..., I'd suggest that ..., What I mean is... and etc.), making Power Point presentations.

The final stage is the language skills improvement. Students begin to use the language for the experience enrichment in various fields of science and technology.

As can be seen from the above, we can note that in modern conditions the psychological component in teaching students of secondary vocational education is very important as it influences the creation of a favorable microclimate in the classroom and contributes to the further development of communicative competence, and also motivates the study of a foreign language in professional activities.

Within the framework of communicative competence, we will consider compensatory competence. In the process of a foreign language study in secondary vocational education, the formation of this competence develops the ability to use paraphrase, synonymous constructions, facial expressions, in order to get out of the lack of language means situation. The implementation of communicative competence will be successful if the student is able to use all the skills and abilities acquired within the framework of compensatory competence, which will allow participants of communication to interact with each other in accordance with the communicative intentions and goals of communication [10].

According to the Federal State Educational Standard, concerning the specialty 09.02.04 Information systems (branch-wise) the student should know: lexical (1,200–1,400 lexical units) and grammatical minimums necessary for reading and translating (with a dictionary) professionally-

orientated foreign texts [11]. Consequently, in the process of foreign language learning, much attention should be paid to the study and development of lexical units.

III. RESULTS

Successful implementation of the requirements included in the training program 09.02.04 Information systems (branch-wise) is possible when the program includes both a basic and professional course of learning a foreign language, involving the further development of oral and written speech of secondary vocational students, taking into account the requirements of the Federal State Educational Standard. All these factors must be taken into account when training graduates and applicants to further study the competencies under consideration.

An important role in the program is assigned to the independent work of students, during which they improve their knowledge and skills. In this regard, the training of specialists in secondary vocational education is carried out with the inclusion of research work. Students are offered a number of tasks that solidify knowledge and enable the teacher to see the lacunae in the studied material. This activity is also aimed at the formation of general and professional competencies.

The final year of students traineeship provides work with authentic professional texts: Telecommunication Technology, Image and Design, Web Design and Web Development, Decision Support Systems, Inquiry and Communications Systems, IMG Info system, Systems Based on the Architecture, Multi-tier Architecture, Data-Processing Network, Systems Application Architecture, Data Engineering, MathCad, Network Security, Web Publishing Tools, Manufacturing Execution Systems, Computer Integrated Manufacturing (CIM), Cloud Computing: SaaS, Cloud Computing: IaaS and PaaS; reviewing and analyzing text data, as well as studying Business English in order to further applying the acquired knowledge in professional activities.

The main purpose of teaching foreign languages in the system of secondary vocational education in Russia is the preparation of an individual who is free to enter into foreign language communication, both at domestic and at a professional level; possess basic and professional competencies, is able to apply them in the professional activities. All these factors contribute to the formation of highly-qualified and initiative specialists competitive at the labor market.

REFERENCES

- [1] M. Milovanova, A. Arzhanovskaya, and Yu. Linkova "Implementation of the competence-based approach to teaching foreign languages to the students of secondary vocational education," in *Artium magister*, vol. 18, no. 1, pp. 40-46, 2018. (in Russian)
- [2] E.F. Zeer, "Self-Regulating Teaching as a Psycho-Didactic Technology of Students' Competence Formation," in *Psychological Science and Education*, no. 3, pp. 5-11, 2004. (in Russian)
- [3] M.I. Lukyanova, "Psychological and Pedagogical Competence of the Teacher: Diagnostics and Development," Moscow, Sfera Publ., 2004. (in Russian)
- [4] A. Fatykhova, "Socio-Perceptual Competence of the Teacher," in *Higher Education in Russia*, no. 7, pp. 159-168, 2005. (in Russian)

- [5] A.A. Yarulov, "Formation of Socio-Cultural Competence of Schoolchildren," in *School technologies*, no. 2, pp. 97-123, 2005. (in Russian)
- [6] O. Gaun, "To Know, to Understand, to Apply: Formation of Communicative Competence (Language Studies)," in *Teacher of the Year*, no. 3, pp. 51-59, 2004. (in Russian)
- [7] M.V. Chikurova, "To Control the Formation of Information Competence," in *School technologies*, no. 1, pp. 120-127, 2004. (in Russian)
- [8] H.N. Azamzhonova, "Interactive methods of activities in teaching foreign languages," in *Actual problems of Philology*, pp. 79-81, 2016 (in Russian)
- [9] E. Eltanskaya, O. Popova, Yu. Linkova, A. Arzhanovskaya, and Yu. Kulichenko, "Types of Interactive Methods in Teaching English to Students of Economics," in *Advances in Social Science, Education and Humanities Research (ASSEHR)*, volume 97, Proceedings of the 7th International Scientific and Practical Conference on Current Issues of Linguistics and Didactics: The Interdisciplinary Approach in Humanities (CILDIAH 2017), pp. 100-102, 2017. DOI <https://doi.org/10.2991/cildiah-17.2017.17>
- [10] M.V. Milovanova, and E.V. Terentyeva, "Modular approach to teaching the Russian language of business communication for migrants," in *Translation in the Changing World. Materials of the International Scientific-Practical Conference, Moscow, Azbukovnik Publ.*, pp. 558-561, 2015. (in Russian)
- [11] Order of the Ministry of Education of Russia of 14 May 2014 No. 525 'On Approval of the Federal State Educational Standard of Secondary Vocational Education in the Profile 09.02.04 Information Systems (Branch-Wise)': (Registered in the Ministry of Justice of Russia on 3 July 2014 No. 32962) Access from Reference Legal System 'KonsultantPlyus'.