

# Development of Students' Foreign Language Communication in the Context of an Inductively Conscious Approach

Agzam A. Valeev

Institute of International Relations  
Kazan (Volga region) Federal University  
Kazan, RUSSIA

Irina G. Kondrateva

Institute of International Relations  
Kazan (Volga region) Federal University  
Kazan, RUSSIA

Maria V. Asmolovskaya

Institute of International Relations  
Kazan (Volga region) Federal University  
Kazan, RUSSIA

Lucia M. Ibatulina

Institute of International Relations  
Kazan (Volga region) Federal University  
Kazan, RUSSIA  
lucide@list.ru

**Abstract**—Today the content of higher education should be aimed at the use of all educational resources, including various methodological approaches that ensure the qualitative development of students' speech activity. In this regard the article investigated the following issues of the development of students' foreign speech communication in the context of an inductively conscious approach: The main aspects of the development of foreign language communication; The benefits of using an inductively conscious approach in teaching English; The pedagogical potential of an inductively conscious approach to teaching English; A model of pedagogical technology for the development of foreign language speech communication; The most important provisions for the development of foreign language speech communication. The results of the experimental work showed the validity of using an inductively conscious approach during the development of students' foreign language communication.

**Keywords**—*university students, foreign language, communication, inductively conscious approach, cognitive features, communicative culture*

## I. INTRODUCTION

### A. Actualization of the Problem of Increasing the Effectiveness of the Development of Foreign Communication of University Students

As the analysis of scientific research has shown, the effectiveness of the development of future specialists' foreign language communication is usually considered from the point of view of using a communicative teaching methodology, in which the problems of cultural self-determination of young

people, ensuring their language communication when learning languages, as well as the formation of intercultural communication skills are solved. And here the content of teaching a foreign language, as well as its methodological support, can be associated with such a promising methodological approach as an inductively conscious approach. From the point of view of pedagogical understanding, an inductively conscious approach today becomes an important resource for improving the development of foreign communication of university students. It should be noted that the development of students' foreign language communication naturally leads to a search for consideration of the methodological support of the educational process, aimed at accumulating experience in using students' skills in communicating in a multicultural space. In this regard, it is advisable to resort to an inductively conscious approach, which involves taking into account criteria such as: The presence of a creative principle in mental actions with the aim of activating thinking; Development of students' conscious attitude to the importance of the ability to carry out foreign language communication; Strengthening the student's professional orientation in language communication; Expanding the range of cognitive activity of students in the field related to regional geographical aspects; The use of various methods of speech activity in the classroom and their consolidation at a conscious level. In this regard, an inductively conscious approach can become a significant factor that would enhance students' motivation to organize foreign language speech activity, especially given the ability to integrate into the appropriate professional environment at the international level.

### B. *The Benefits of Using an Inductively Conscious Approach in Teaching English*

The study revealed that the language and methods of mastering it require the presence of conscious motivation, which can enhance the use of an inductively conscious approach, which anyway relies on didactic, linguistic and psycholinguistic foundations of teaching. And one of the advantages of this approach is the idea of an integrative method, when a student first studies speech patterns, then intensively works on various examples with them and then approaches the mastery of language rules and methods of their use in speech. In other words, the inductively conscious approach involves conscious mastery of the language, which is based on a consistent transition from knowledge of speech patterns to speech skills and abilities already on the basis of acquired knowledge. In the context of the inductively conscious approach, problem tasks are used very productively, requiring independent reasoning from individual statements to general conclusions. And here the strengthening of mental activity leads to a steady awareness of the students of the importance of linguistic phenomena used in the process of communication; that is the practical side of this process becomes a decisive factor in learning in the course of foreign speech practice. Take, for example, practicing the "be going to do something" speech pattern when it is necessary to formulate specific statements from individual elements. For example: "Make up a sentence about the weather conditions and tell us what you are going to do this evening." Or "Your friends are going to visit you next week. Ask them questions about their aims." All this is aimed at increasing students' degree of meaningfulness, since consciously learned material is remembered faster and more fully preserved.

In considering the benefits of using an inductively conscious approach to teaching English, we have identified the following:

- The inductively conscious approach allows you to focus on the needs and interests of the student and rely on the natural way of learning English;
- The inductively conscious approach helps to derive the general from the particular, rules from examples, thereby contributing to the student in creating his own linguistic space;
- The inductively conscious approach contributes to the organization of training in a clear sequence - from knowledge to skills;
- In the course of using the inductively conscious approach, a situation of parallel learning of all types of speech activity is created;
- Inductance and consciousness ensure the availability of three objects of learning: language (practice-oriented linguistic information about the language); speech (development of the ability to adequately use linguistic information); speech activity (creative generation of the text);
- The inductively conscious approach helps to ensure the functionality of educational language material

(involves assimilation of the meaning of language units together with their functions in speech);

- The inductively conscious approach promotes the penetration of linguistic material into the student's consciousness, and the linguistic reality that he cognizes becomes not just a sphere of cognition, but also its subjective cognitive practice;
- The inductively conscious approach promotes the development of critical thinking in the student, the formation of the ability to pose thoughtful questions that require a binding solution;
- The inductively conscious approach expands the possibilities of independent work of students in various organizational forms of training related to the development of foreign language communication in them;
- The use of inductance based on consciousness creates various kinds of motivation in classes (self-determination, self-actualization, self-presentation, self-organization, etc.) for self-improvement in the English language;
- The inductively conscious approach makes the student think and search; thereby, on the basis of personal discovery, his personal experience is enriched;
- The inductively conscious approach contributes to the enrichment of the content of educational programs in English with a system of knowledge and methods of obtaining information oriented to the active process of self-education of students;
- The inductively conscious approach promotes the familiarization of information with the student's personality structure when he passes it through himself and turns it into knowledge.

### C. *Status of a Problem*

According to the research issues related to the development of students' foreign language communication in the context of an inductively conscious approach, the methodological base of the article was made up of the provisions of foreign language teaching methodology presented in the works of G.A. Abrosimova (Abrosimova, G.A. et al, 2019), M.V. Asmolovskaya (Asmolovskaya, M.V. et al, 2018); disclosure of the parameters of the professional orientation in teaching a foreign language was carried out in studies of O.Yu. Iskandarova (Iskandarova, O.Yu., 2000), I.G. Kondrateva (Kondrateva, I.G. et al 2015). Important for us were sections of the concepts of activity in learning in the works of O.G. Alulina (Alulina, O.G., 2005), R.R. Khusainova (Khusainova, R.R. et al, 2018). We also relied on the provisions on the personal approach to learning, studied by researchers E.G. Sabirova (Sabirova, E.G. et al, 2018). We attracted research data on the productive aspects of the intellectual activity of such scientist as A.N. Khuziakhmetov & A.A. Valeev (Khuziakhmetov, A.N. & Valeev, A.A., 2017). Various aspects of the communicative competence of the individual were considered by us in studies of A.D. Ishkov

(Ishkov, A.D., 2004), S.A. Iskrin (Iskrin, S.A., 2004), D.R. Sabirova & R.R. Khanipova (Sabirova, D.R. & Khanipova, R.R., 2019). In our work, we also relied on studies of N.V. Elukhina (Elukhina, N.V., 2002), L.A. Gizyatova (Gizyatova, L.A., 2018), A.A. Shakirova (Shakirova, A.A., 2018) that examined the development of intercultural competence as part of the study of the discipline "Foreign Language". Based on the research topics, we turned to the works related to the development of verbal foreign communication, in particular, to such authors as A.V. Babayants (Babayants, A.V., 2005), I. Kondrateva I., D. Sabirova & N. Plotnikova (Kondrateva, I., Sabirova, D. & Plotnikova, N., 2018). Particular attention was paid to studies focused on the use of an inductively conscious approach in teaching a foreign language, in particular, in the works of such authors as P. Hiep (Hiep, P., 2007), R. Arroway (Arroway, R., 2016).

#### D. Hypothesis of the Research

An analysis of theoretical studies and practical activities in the aspect of the studied problem showed that the development of students' foreign language communication in the context of an inductively conscious approach can be successfully implemented under the following conditions: The educational resource of an inductively conscious approach is realized within the framework of the development of foreign language speech communication; Reliance on the benefits of using an inductively conscious approach in teaching English (Focusing on the needs and interests of the student and relying on the natural way of learning English; Creating for the student his own language space; Creating a situation of parallel learning of all types of speech activity; Ensuring the functionality of educational language material; Expanding the opportunities for students to work independently in various organizational forms of learning related to the development of their foreign language communication; The use of inductance based on consciousness to create different kinds of motivation for self-improvement in the English language); Developed and used the most important provisions for the development of foreign language communication in the context of an inductively conscious approach; The structural model of pedagogical technology for the development of foreign language speech communication in teaching English in the context of an inductively conscious approach has been put into practice.

## II. MATERIALS AND METHODS

#### A. The Tasks of the Research

In this study, the following tasks were set: 1) To consider the main aspects of the development of foreign language communication of university students; 2) To identify the benefits of using an inductively conscious approach when teaching English; 3) To analyze the most important provisions for the development of foreign language communication in the context of an inductively conscious approach; 4) To determine the educational resource of an inductively conscious approach in the framework of the development of foreign language communication; 5) To develop a model of pedagogical technology for the development of foreign language speech

communication when teaching English in the context of an inductively conscious approach.

#### B. Theoretical and Empirical Methods.

The following methods were used to solve the tasks: Theoretical analysis of psychological, pedagogical, methodological and specialized literature on research problems; Study and generalization of pedagogical experience; Experimental training; Conversation, testing and questioning of students; Statistical processing of the results of experimental training.

#### C. The Trial Infrastructure and Stages of the Research

The study was based on The Institute of Fundamental Medicine and Biology and the Alexander Butlerov Institute of Chemistry of Kazan (Volga region) Federal University. The study was conducted as part of the training of students the discipline "Foreign Language". The study was carried out in two stages: At the first stage (September 2018), students formed ideas about foreign language communication; pragmatic ability to possess speech skills and abilities to satisfy communicative needs; the ability to navigate in various communication situations based on knowledge and social experience in the field of interpersonal interaction; the relationship of language competencies with professionally oriented activities; technologies for practicing speech patterns for the purpose of their subsequent use in situations of foreign language communication; opportunities to create their own language space, etc. The state of this problem in university educational practice was studied; Empirical material was collected; Attitude of students to a communicative culture in the process of learning languages and their cognitive activity in general were studied, etc. At the second stage (May 2019), techniques were developed to study the pedagogical potential of an inductively conscious approach to teaching English; an experimental verification of the implementation of the possibilities of an inductively conscious approach was carried out during the development of students' foreign language communication and, on this basis, the formation of communication skills in a multicultural space; research results were recorded.

#### D. The Most Important Provisions for the Development of Foreign Language Communication in the Context of an Inductively Conscious Approach

The problem of developing foreign language communication of university students on the basis of an inductively conscious approach requires an understanding of this process, taking into account the specifics of the subject "foreign language". And here we consider the inductively conscious approach as the most important resource of students' thoughtful understanding of the realities of the new language, which implies their awareness and understanding of language units and the formation of their ability to choose and use these units correctly in the process of communication. So, the inductively conscious approach expands the target setting of foreign language speech communication due to its multifunctional content, when there is not only an increase in

the student's linguistic culture, but also in the culture of his communication and speech.

In this case we are talking about the fact that for productive communication in a foreign language it is important not only to have the appropriate phonetic, grammatical and lexical tools, but also knowledge about the world around us (the so-called background knowledge). Hence, when using the inductively conscious approach, the activities of the teacher and students can occur in the following sequence: first, the teacher sets out the facts, then he organizes the exercises and gradually leads the students to generalize and define concepts. Students at this stage learn the first partial facts; then based on the findings they make generalizations of a private nature. At the next stage, the teacher raises questions to students of a problematic nature that require independent discussion (the method is used from particular to general). Students, after independent reflection, draw their conclusions and generalizations. It should be noted here that studying a topic on the basis of the inductively conscious approach is especially useful when educational material is associated with the formation of concepts, the meaning of which can become clear only in the course of inductive reasoning. Thus, the teacher relies on the logical thinking of students, when the effective memorization of linguistic phenomena occurs through comparison, juxtaposition, grouping, etc. And here it is important that students rely on the communicative functions of the grammatical forms of the language in order to develop their ability to analyze various sentence structures.

Based on this, taking into account the development of foreign language communication in the context of the inductively conscious approach in the framework of teaching a foreign language, the following provisions can be distinguished:

- A lexical or grammatical phenomenon is presented in terms of the context of the alleged communicative situation;
- It is important to use comparison as a training method, which is aimed at understanding the use of vocabulary;
- When communicating linguistic information, an explanation of the various levels of severity of grammatical rules is carried out only with their verbal wording;
- Mastery of vocabulary on a specific topic should be carried out inductively-conscious way, when the teacher offers tasks in which students need to build a hypothesis about the use of a particular lexical unit in the corresponding communication situation; further, students draw conclusions and, thus, master this vocabulary;
- It is desirable to present linguistic material on the basis of authentic materials and in communicative situations relevant to a given language;
- It is advisable to combine the study of language material with the formation of communicative competence (possession of all types of speech activity

and the basics of the culture of oral and written speech);

- The pragmatic orientation of educational topics should involve the use of cultural patterns based on the contextual presentation of language phenomena.

Thus, the success of using the inductively conscious approach in the development of linguistic and cultural material is achieved when this material is directly combined with the mental activity of students, i.e. consciously.

#### *E. The Educational Potential of an Inductively Conscious Approach to Teaching English*

The pedagogical understanding of the inductively conscious approach as an important resource for the development of verbal foreign language communication of students led to a search for consideration of the methodological support of the educational process, which contributes to their accumulation of experience in using their skills in communicating in a foreign language, in particular, in English. In this sense, the inductively conscious approach from the point of view of pedagogical potential is an opportunity to organize the teaching of the English language, taking into account a conscious orientation to its mastery. In this context, the pedagogical potential of the inductively conscious approach is associated with such pedagogical principles as: the principle of the integrity of the educational process (taking into account the inductance of the supply of language material and its conscious assimilation by students) and the principle of cognitive activity (turning a student into an active participant in this process with the aim of independent development of his speech and communication skills).

When considering aspects of the development of students' verbal communication in the context of the inductively conscious approach, we note that when speaking, the following necessary skills are formed based on their classification:

- *Receptive skills* (listening) - this is the ability (based on perception) to adequately assess voiced vocabulary; the ability to understand the learned words and phrases in the speech stream; the ability to correlate the sound image of a word with its semantic meaning; the ability to disclose the meaning of a word using context; the ability to differentiate words similar in sound and spelling, etc.;
- *Linguistic knowledge in the field of vocabulary* - this is knowledge of service words as a means of communication in a sentence; knowledge of the rules of word formation of lexical units and their compatibility; knowledge of concepts whose meaning is expressed differently in different languages; knowledge of the etymology of individual words, etc.;
- *Productive skills* - this is the ability to choose the right word in the context of a synonym or antonym; the ability to combine new words with previously learned vocabulary; the ability to combine words according to

syntagma in a sentence; knowledge of lexical associations based on the topic; the ability to reduce sentences based on meaning; the ability to choose a word (or phrase) in accordance with a communicative intention; the ability to select the equivalent lexical replacement; the ability to adapt to the individual characteristics of the interlocutor, etc.;

- *Sociocultural knowledge and skills in the field of vocabulary* - this is knowledge of speech and etiquette formulas (for example, features of the treatment of interlocutors for communication from different social groups) and the ability to build speech behavior in accordance with the norms of communication adopted in the country of the language being studied; knowledge of vocabulary denoting objects and objects of everyday life of the country of the studied language (monetary units, measures of weight, length, time designation, road signs, etc.); The ability to understand speech without equivalent vocabulary, etc.

Thus, the essence of the pedagogical potential of the inductively conscious approach to teaching English is to bring the process of learning a language closer to the conscious organization of communication in it.

### III. RESULTS

#### A. *The Inductively Conscious Approach as an Educational Resource for the Development of Foreign Language Speech Communication*

As we know, the didactic principle of activity lies in the basis of the development of verbal communication of cognitive skills of students, according to which it is necessary to encourage them to understand the communicative functions of vocabulary and grammar, to independent conclusions about the forms of expression of thoughts in a foreign language. Thus, the student joins in the modeling of linguistic phenomena and becomes its active participant, developing his speech abilities. With this thesis in mind, let us consider several types of exercises that, in our opinion, contribute to the increase in the effectiveness of the development of students' foreign language communication.

Take, for example, drawing up a conditional cultural map of Europe with students in order to select the appropriate lexical units related to cultural associations. Based on the selected vocabulary, students then compose dialogues using questions such as "Which similarities and differences can you find in customs of Great Britain and some other European countries?", "Which custom do you find the most unusual?" etc. Then you can ask students to write some national characteristics of the representatives of England, France, Spain and Germany. For this, for example, one can use well-known characteristics of a person's character traits (open, gloomy, serious, talkative, polite, sociable, conservative, hardworking, with a sense of humor, etc.). The inductively conscious approach in the framework of this work is connected with the fact that students then proceed from using separate vocabulary to discussing the general features of the nation under

discussion. And on the basis of their own point of view, students give their arguments.

An exercise related to the application of an inductively conscious approach that is performed as part of a discussion, for example, about why we attach great importance to certain actions during communication, can be called very interesting. This exercise is associated with directed observation, when students have to find the most significant components in the behavior patterns of speakers of a given language and culture, including, of course, the verbal aspect. Such an exercise develops students' skills in observing and interpreting behavioral aspects of a cultural nature and related linguistic phenomena, which makes it possible to interpret situations of communication in a foreign language. In this case, students learn an objective view of the culture of the language being studied, avoiding the frequent attempts to condemn various phenomena of a different culture.

#### B. *A Model of Pedagogical Technology for the Development of Foreign Language Speech Communication in Teaching English in the Context of an Inductively Conscious Approach*

Based on the essence of the model of pedagogical technology for the development of foreign language speech communication when teaching English in the context of the inductively conscious approach, we design such basic components as: Information support of the educational process in the context of knowledge of language culture (knowledge necessary for the implementation of foreign language speech activity); The social component of foreign language communication based on universal values, including ethical linguistic norms); The experience of educational activities in the form of the ability to act on the model (the formation of skills for the implementation of reproductive activities based on the inductively conscious approach); The manifestation of an emotional-value attitude to speech activity (the formation of the ability to comprehend the use of vocabulary in speech and the ability to anticipate the consequences of organized communication); Transition to the level of creative activity (the ability to make effective decisions in non-standard speech situations based on the flexibility of thinking); Appeal to a critical analysis of one's own activity (the formation of the ability to abandon unproductive tactics in communication). Hence, speaking about the development of verbal foreign language communication, one way or another, we will approach the issue of creating pedagogical technology as a meaningful technique for implementing the educational process related to the success of teaching a foreign language.

Thus, in the classes in the framework of dialogical and monologue exercises that mimic speech communication, the following speech skills and abilities are formed: The correct use of vocabulary, based on the context of communication; The ability to correlate the communicative goal of speech with the content of communication; The ability to purposefully formulate questions; The ability to analyze an oral message in terms of the presence of basic information in it; The ability to conduct a conversation on the proposed topics; The ability to build a dialogue of etiquette character (questioning, wishes, congratulations, gratitude, exchange of opinions, etc.); The

ability to briefly inform about one's plans, justifying the intentions; The ability to participate in discussions in compliance with relevant speech standards; The ability to reasonably express their point of view; The ability to represent the culture of one's country in a foreign language environment, etc. All these skills formed during the implementation of exercises are aimed at the competent structuring of speech activity.

### C. The Procedure and Results of the Experiment

Testing of the degree of cognitive potential by future specialists was carried out in the 2018-2019 academic year: initially - in September 2018, and secondly - in May 2019 in one experimental and one control group. The experimental group included 18 first-year students of The Institute of Fundamental Medicine and Biology; the control group included 16 first-year students of the Alexander Butlerov Institute of Chemistry of Kazan (Volga region) Federal University. Diagnostic results are presented in table 1.

TABLE 1. THE DEVELOPMENT OF STUDENTS' FOREIGN LANGUAGE COMMUNICATION IN THE CONTEXT OF THE INDUCTIVELY CONSCIOUS APPROACH ("PLUS" - INCREASE, "MINUS" - DECREASE IN INDICATORS IN% FOR THE PERIOD SEPTEMBER 2018 - MAY 2019)

Components of development to foreign language speech communication	Control group (development of foreign language speech activity based on the traditional methodology)	Experimental group (development of foreign language speech activity based on an inductively conscious approach)
The ability to adequately assess voiced vocabulary	+ 6 %	+ 45 %
The ability to understand words and phrases in the speech stream	+ 4 %	+ 50 %
The ability to correlate the sound image of a word with its semantic meaning	- 2 %	+ 15 %
The ability to reveal the meaning of a word using context	- 4 %	+ 35 %
The ability to use lexical patterns, based on communication topics	+ 15 %	+ 60 %
The ability to choose words according to communicative intention	+ 5 %	+ 75 %
The ability to select equivalent lexical substitution	+ 2 %	+ 25 %
The ability to understand speech without equivalent vocabulary	- 2 %	+ 20 %
Knowledge of concepts whose meaning is expressed differently in different languages	+ 20%	+ 80%
The ability to build speech behavior in accordance with the norms of communication	+ 10%	+ 75%

Compared with the results of the control group, in the experimental group we observe a steady increase in all factors.

Thus, according to the diagnostic results, we observe that the dynamics of the development of foreign language communication of students who took part in the experiment many times exceeds the similar dynamics of the control group. This, in our opinion, is quite convincing evidence of the effectiveness of the transformations of the educational process that we carry out during the experimental work in the university environment, taking into account the model of pedagogical technology for the development of foreign language speech communication when teaching English in the context of the inductively conscious approach. The dynamics of the indicators of students' foreign language speech communication development shows that most of them have increased the level of ability to choose words in accordance with communicative intention, as well as the ability to build speech behavior in accordance with communication standards. At the same time, the number of students with a narrow range of knowledge of concepts, the meaning of which is expressed differently in different languages and poor practical experience in owning lexical associations, based on the subject, has decreased. All of the above suggests that the study confirmed the main points of the hypothesis.

### IV. DISCUSSIONS

A theoretical study on the development of students' foreign language communication in the context of the inductively conscious approach led us to the conclusion that this aspect, taking into account the studied university experience, should reflect the following main parameters:

- *The educational component of the development of verbal foreign language communication of students:* Due to the learning objectives (to contribute to the productivity of the process of teaching a foreign language); Determined by the content of instruction (to orient instruction on the formation of linguistic, communicative, sociocultural and other competencies); Determined by the organization of training (to provide appropriate forms, methods and teaching methods in order to increase the efficiency of language learning); Marked with a specific training tools (to use rational training tools to achieve the goal);
- *The theoretical component of the development of students' foreign language communication:* Represented by various information from the field of language (structure and functions of the language; socio-cultural infrastructure of the country of the language being studied; the concept of linguistic, communicative and other competencies);
- *The practical component of the development of verbal foreign language communication of students:* Represented by the implementation of the inductively conscious approach to teaching a foreign language, which also includes a common technique (related to the features of the process of teaching a foreign language); Connected with private methodology (associated with the provision of knowledge about linguistic and speech phenomena specific to a particular language); Connected with special technique (associated with the

teaching of certain aspects of the language being studied, for example, grammar and vocabulary).

Thus, the use of the inductively conscious approach in the development of students' foreign language communication will be more effective and contributing to the improvement of their language and communicative competencies under the following conditions: The inductively conscious approach will become an effective resource in the knowledge of linguistic realities in order to satisfy their general cultural and professional interests; The organization of teaching a foreign language in the context of the development of verbal foreign communication will be based on the direct interaction of students with the language learning environment, where they would come into contact with the realm of experience being learned in foreign languages; The development of students' foreign language communication will be provided with didactic and methodological capabilities of the inductively conscious approach to help increase the language level of a future specialist; All available opportunities for the development of verbal foreign language communication will be widely used in extracurricular conditions with the aim of developing students' autonomy as part of their self-study of a foreign language, etc.

#### V. CONCLUSION

The approach we are considering is quite productive when during the organization of the educational process linguistic and country-specific material penetrates the student's consciousness. It is the linguistic reality cognizable by students in the educational process that is not just a sphere of their cognition, but also a subjective cognitive practice, especially with verbal foreign communication. And in order to intensify this activity in the educational space of the university, the following conditions are necessary: The optimal combination of reproductive and search methods of teaching (discussion, didactic game, etc.) in order to expand foreign language communication; Expansion of students' independent work in various organizational forms of training, with those associated with search activities in the direction of discovering new knowledge about the language and its functions in speech; Providing foreign communicative activity with modern methodological approaches (for example, competency-based and synergetic approaches) in order to optimize communication in the language being studied; The creation of various kinds of motivation in classes in a foreign language (for example, in the direction of self-presentation and self-actualization) to enhance communication activities; Filling the contents of curricula and courses in a foreign language with a system of knowledge and methods of obtaining information oriented to the active process of self-education of students.

In this regard, it is possible to offer some recommendations for teachers regarding their use of the inductively conscious approach when developing students' speech foreign language communication. So, when organizing a lesson, it is advisable for the teacher to do the following: Students should be psychologically prepared for the lesson in order to be fully prepared for inclusion in all forms of academic work (for this, a phonetic, lexical, or speech warm-

up is done so that students fully feel their readiness to self-presentation of their actions); Each student should be given the opportunity to speak on a particular educational task (it is desirable to differentiate these tasks so that young people feel confident in their fulfillment); All students present at the lesson must be involved in the work on the topic under study (for this, such interactive technologies as discussion, debate, business or role play, brainstorming, a creative project, etc.) are used so that each student is involved in the discussion problem being investigated); An indispensable condition is that each student is heard and receives an exhaustive comment from the teacher about his answer.

#### Acknowledgments

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

#### References

- [1] Abrosimova, G., Kondrateva, I., Voronina, E., & Plotnikova, N. (2019). Blended learning in university education. humanities & social sciences reviews, 7(6), 06-10. <https://doi.org/10.18510/hssr.2019.762>
- [2] Alulina, O.G. (2005). Personality-oriented learning a foreign language for students of non-linguistic specialties. PhD thesis. Moscow.
- [3] Asmolovskaya, M.V., Valeev, A.A. (2018). The use of folklore in the formation of the lexical competence of University students // Kazan linguistic journal. Vol. 1, No. 1 (1). Pp. 21-26. (In Russ.)
- [4] Arroway, R. (2016). "3 Fresh ways to use the audio-lingual method in your class", available at: <https://www.fluentu.com/blog/educator/audio-lingual-method/>
- [5] Babayants, A.V. (2005). Technology for stimulating real communication in a foreign language. In: Foreign languages in school, vol. 3, pp. 60-66. ISSN 0130-6073.
- [6] Elukhina, N.V. (2002). The role of discourse in intercultural communication and the method of forming discursive competence. In: Foreign languages in school, vol. 3, pp. 9-13. ISSN 0130-6073.
- [7] Gizyatova, L.A. (2018). Socio-cultural aspect of foreign language teaching // Kazan linguistic journal. Vol. 1, № 2 (1). Pp. 94-99. (In Russ.)
- [8] Hiep, P. (2007). Communicative language teaching: Unity within diversity, ELT Journal, № 61 (3), p. 193-201.
- [9] Ishkov, A.D. (2004). Communication of components of self-organization and personal qualities of students with the success of educational activity. PhD thesis. Moscow.
- [10] Iskandarova, O.Yu. (2000). Theory and practice of forming a professional communicative competence of a specialist in another language. PhD thesis. Orenburg.
- [11] Iskrin, S.A. (2004). Modeling of situations of communication in the process of teaching a foreign language, vol. 9, pp. 40 - 44. ISSN 0130-6073.
- [12] Khusainova, R.R., Valeev, A.A. (2018). Technological Aspect of the Development of University Students' Foreign Language Activities. Astra Salvensis, Supplement 2/2018: Proceedings of the IV International Forum on Teacher Education, pp.746-765. ISSN 2457-9807.
- [13] Khuziakmetov, A.N., Valeev, A.A. (2017). The development of university students' cognitive capacities. Modern Journal of Language Teaching Methods (MJLTM), 7(2), 149-158. ISSN: 2251-6204(E)
- [14] Kondrateva, I., Sabirova, D., Plotnikova, N. (2018). Subjectivity functions in reflexive and intercultural process of linguistic development // Cypriot Journal of Educational Sciences. Vol. 13(4). – P. 529-536.
- [15] Kondrateva, I.G., Valeev, A.A. (2015). Technology of Students Professional Competences Formation While Teaching a Foreign

- Language. *Procedia - Social and Behavioral Sciences*. Vol. 191 – selected. pp. 1-2882. The Proceedings of 6th World Conference on educational Sciences. pp. 2250-2253. <http://www.sciencedirect.com/science/article/pii/S1877042815025732>
- [16] Sabirova, D.R., Khanipova, R.R. (2019). Innovative approaches to teaching and learning english as second and english as foreign language in multilingual education // *Humanities & Social Sciences Reviews*. Vol. 7. – Is. 6. – P. 45-48.
- [17] Sabirova, E.G., Latypov, N.R., Valeev, A.A., Valeeva, R.A. (2018). Features of Personalized Teaching a Foreign Language at Non-linguistic Faculties of the University. *Innovative Technologies and Learning. ICITL. Lecture Notes in Computer Science*, vol 11003. Pp. 317-328.
- [18] Shakirova, A.A. (2018). Foreign languages in the process of higher education internationalization // *Kazan linguistic journal*. Vol. 1, No. 2 (1). Pp. 145-156. (In Russ.)6.