

Development of Foreign Language Auditive Students' Competence of Technical Specialties (The Republic of Sakha (Yakutia))

S.I. Prokopeva^{1,*}, A.G. Krivoshapkina² and I.L. Savvina³

¹ North-Eastern Federal University, Institute of Modern Languages and International Studies, Department of Foreign languages for Technical and Natural sciences, Yakutsk, 677008, Russia.

² North-Eastern Federal University, Institute of Modern Languages and International Studies, Department of Foreign languages for Technical and Natural sciences, Yakutsk, 677008, Russia

³ North-Eastern Federal University, Institute of Modern Languages and International Studies, Department of Foreign languages for Technical and Natural sciences, Yakutsk, 677008, Russia

*Corresponding author. Email: feddana@mail.ru

ABSTRACT

According to federal state educational standards of higher education in Russia, the main requirement of a graduate's foreign language training is the ability to understand foreign language for conducting foreign language communication in intercultural and professional activities. Accordingly, it is necessary to take into consideration professional specifics with a view to its functional orientation towards the future professional activities of students in teaching a foreign language and audit competence as one of the important components that make up foreign language communicative competence. The purpose of the article is to show the ways of implementing the methodology for the development of foreign language audit competence of students of technical specialties. The main contingent of students is characterized mainly by representatives from among the indigenous people of the Republic of Sakha (Yakutia) and small people of the North.

Keywords: *foreign language teaching methodology, foreign language auditive competence, students of technical specialties, listening.*

1. INTRODUCTION

The study was carried out using theoretical (study and analysis of psychological, pedagogical and methodological literature on the research problem; generalization of advanced pedagogical experience in developing the fundamentals of foreign language competence, systematization) and empirical (pedagogical observation, survey, comparative analysis of experimental data) methods.

A phased methodology has been developed for the development of foreign-language auditive students' competence of technical specialties (on the example, the Republic of Sakha (Yakutia), characterized by the vocational-technical focus of a foreign language course in a non-linguistic university using methods, forms and means (audio, audiovisual, multimedia) taking into account ethno-communicative, cultural -behavioral, gender characteristics of students, aimed at overcoming the constraints that arise among students from among the indigenous peoples of the Republic of Sakha (Yakutia) learning a foreign language. development of the main aspects of the development of students' foreign-language auditiveauditive competence in teaching a foreign

language in a non-linguistic university. In addition, the research prospects are associated with a comparative analysis of the recommended types of tasks about the closest variants of the pronunciation of similar sounds in the native language, based on the similarities and differences between the native and non-native languages.

1.1. Related Work

According to the generation type of assumptions, we divided the existed work into two categories.

1.1.1. Methodological assumption of listening

The analysis of studies devoted to the problems of foreign language communication has shown that in recent years there have been serious theoretical studies in the study of the complex process of listening. according to scientists S.V. Govorun [1], Ya.V. Zudova [2] and methodologists N.D. Galskova [3], N.I. Gez [4], E.I. Passov [5], listening is the most difficult type of speech activity, especially with regard to the attitude of professionally oriented listening in a minimum amount of classroom time.

Federal state standards (FSS) and basic professional educational programs of higher education in technical specialties of one of the intercultural and professional activities [5]. Accordingly, it is required to take into account the professional specifics in order to functionally focus on the future professional activity of graduates in teaching a foreign language and auditive competence as one of the important components that make up a foreign language communicative competence. However, language teaching, taking into account the professional orientation, is still not consistent with high professionalism remains unsatisfactory, and the level of professional foreign language competence of graduates does not fully meet the modern requirements of society and the labor market [6]. It becomes obvious that the content and process of educational training in foreign languages should correspond to the goals and objectives of training a specialist, taking into account the specifics of his future professional activity [7].

1.1.2. Methodological assumption of auditive competence

In modern methodological literature, a sufficient number of definitions of auditive competence (AC) are proposed. Thus, Bystray defines a foreign language auditive competence "as the ability and readiness of the recipient for successful, effective listening in a foreign language, characterized by the presence of a cognitive, activity and personal aspect; it is an active, motivated speech-thinking activity aimed at achieving professional, practical or social communicative tasks" [8]. V.A. Tsybaneva believes that "a foreign language AC represents the ability and readiness to perceive and semantic processing of a foreign language audited message. The processes of perception and processing are realized with the help of anticipation, perception of the speech flow, memory, imagination, logical thinking" [9]. A foreign language AC is also interpreted as "a complex integrative characteristic of the listener, which reflects his readiness and ability to carry out auditive activities in a foreign language that meet the qualitative and quantitative parameters that form a "mature listener" in the terminology of S. K. Folomkina [10]. E.S. Kapturova believes that auditive competence is a special integral characteristic of an individual, which is actualized in "the ability and readiness to carry out auditive activities in a foreign language with optimal parameters (success, efficiency, adequacy, integrability) to achieve communicative goals determined by practical goals" [10].

1.2. Our Contribution

We clarify the didactic category of interest to us "foreign language auditive competence" (FLAC) as a readiness to perceive a foreign language speech and the ability to understand the semantic content of the audited message in a foreign language. We have identified the following

components and indicators of foreign language auditive competence: emotional-volitional, expressing the presence of motivation and self-regulation; linguistic, aimed at developing phonetic (auditive) and lexical and grammatical skills; meaningful, characterized by understanding, speech perception and anticipation; criterion-evaluative, including assessment/self-assessment, reflection [11].

In the methodological science and scientific literature, teaching the perception of a foreign language is considered by many authors, but a comprehensive consideration of the difficulties of listening and a large number of scientific approaches on this issue remains not fully understood [12; 13; 14].

The purpose of the article is to show the ways of implementing the methodology for the development of foreign language auditive competence of students of technical specialties on the example of the Republic of Sakha (Yakutia).

A new stage in the modernization of the higher professional education system involves the updating of regional educational programs. Federal standards of education dictate requirements for improving the quality, professional training of students in a non-linguistic university. Foreign language teachers are faced with the task of preparing students of technical specialties with foreign language auditive competence.

1.3. Paper Structure

The rest of the paper is organized as follows. Background introduces the preliminaries used in this paper, which include the basis of the developed methodology for the development of foreign language auditory competence of students of a non-linguistic university, materials and methods, examples of pre and post text exercises, the discussion of the results. In conclusion, we present analysis of the results obtained at the final stage of the experimental work.

2. MATERIALS AND METHODS

The material of the research was the educational and methodological kit offered to 1st and 2nd-year students of the Mining Institute of the North-Eastern Federal University named after M.K. Ammosov Ammosov and passed approbation in the classroom in the listening section within the framework of the course "Foreign language", taking into account different types of tasks and exercises, including not only closed, but also open and semi-open types. The main contingent of students is characterized mainly by representatives of the indigenous peoples of the Republic of Sakha (Yakutia) and small peoples of the North. The gender composition is indicated in the overwhelming majority of young men, the leading language of communication is Yakut. The purpose of the experimental work was to test the effectiveness of foreign

language training on the basis of the developed methodology for the development of foreign language auditory competence of students of a non-linguistic university. Based on the requirements of federal state educational standards in the areas of training, we have identified the following objectives of the methodology for the development of foreign language auditory competence of students of technical specialties: development of readiness for the perception of foreign language speech; development of the ability to understand the semantic content of the audited authentic message; development of the ability to generalize, analyze, perceive information and reasoning for oral and written speech.

For the implementation of the tasks, the following pedagogical conditions were met:

- Application of a systemic, competence-based, ethnopedagogical approaches to the organization of the educational process in a foreign language of a practice-oriented orientation with the aim of developing the IAC of students of a non-linguistic university;

- Creation of an integrated system of teaching a foreign language, providing for the teaching of the main discipline "Foreign language", optional disciplines "Foreign language in the field of professional communication", "Translation of technical literature", electives "Learning English for

technical specialties", "Communicative English", "Practical grammar of the English language", involving the acquisition of a foreign language in the areas of preparation of a non-linguistic university;

- The use of a methodology that includes diagnostics and a phased formation of the development of a foreign language auditory competence, taking into account the specific features of the studied category of students to neutralize their inherent difficulties in teaching a foreign language in a non-linguistic university [15].

At the formative stage, a methodology for the development of a foreign language auditory competence was developed. We have identified the necessary directions of the methodology for the development of foreign language auditory competence: the use of a professionally-oriented orientation of the course of teaching a foreign language in a non-linguistic university; organization of an individual educational trajectory in the study of English by students of technical specialties in a non-linguistic university; application of MASTAK technology, design, audio-visual methods. Next, we will present the developed methodology for the development of foreign language auditive competence of students of technical specialties in the educational process in the form of a table:

Table 1. Methodology for the development of foreign language auditive competence (FLAC) technical students (on the example of the Republic of Sakha (Yakutia))

STAGE	Purpose and objectives	Type of educational activity and forms of organization	Teaching methods	Result
PRIMARY	Preparing the student for the development of the IAC. Conduct entrance testing to assess the level of the IAK; develop a positive attitude and motivation, interest in learning a foreign language, the gradual saturation of the «Foreign Language»; course with specially prepared listening tasks, texts	Classroom (practical lesson). Organization form: collective, in pairs.	MASTAK technology, testing, audiovisual method, preparation of short Power-Point presentations on family and household topics	Students are characterized by external motivation and a developing interest in learning a foreign language, an increase in the conversational level of a foreign language, an increase in the volume of common vocabulary (words, phrases, phrases, expressions), translation of audio-video excerpts is carried out with the help of a teacher.
INTERMEDIATE	Acquisition of general auditory knowledge and skills, development of attention, memory. Expand the lexical composition of the language; improve the level of listening, grammatical skills.	Classroom (practical classes), extracurricular: optional course, extracurricular activities of the Department of Foreign Languages in technical and natural specialties (Olympiads, discussions)	Project, audiovisual methods, Power-point presentations on ethno-cultural topics	Students develop phonetic, lexical and grammatical skills, expand the volume of vocabulary of a technical orientation and expressions, learn to differentiate individual words, sentences; understand the general meaning of sentences, translation of audio-video excerpts is carried out with the help of a teacher.
FINAL	Professionally oriented focus; development of critical thinking; development of auditory skills and abilities. Introduce professional and technical topics into the course of the discipline; gradually increase the volume of the audited material.	Classroom (practical training); extracurricular (participation in student exchange programs), in pairs, individual current assignments	Audiovisual, Power-point presentations on professionally-oriented topics	Students are highly efficient; the volume of vocabulary in the specialty is expanding. Translation is carried out without the help of a teacher. A significant number of students have a complete understanding of the material.



Figure 1. Student’s presentation "Indigenous people of Yakutia"

Here are examples of developed practical exercises for audio and video materials aimed at developing auditory skills for students of technical specialties. Depending on the stage and level of training of students, the volume of the audited material was qualified as “short” (A), “medium” (B), “long” (C).

Pre-text exercises based on the native language are aimed at mastering and consolidating new vocabulary, practicing pronunciation skills. Exercises to consolidate vocabulary can be presented in the form of anagrams, cryptograms and crosswords. To perform post-text exercises, students are invited to re-listen to the audited message. Post-text exercises are aimed at highlighting semantic syntagmas, understanding the general and fragmentary meaning of statements. These exercises allow you to compare the reliance on visual text with the audited message based on the gender characteristics of the learners.

I. Pre-text exercises aimed at overcoming the language barrier in the implementation of oral communication and taking into account the ethno-communicative characteristics of students (speech passivity, natural bilingualism).

Example exercise. Choose from the proposed answers the closest pronunciation option corresponding to the Yakut sounds:

- freezing– 1) н 2) н 3) нь
- turn – 1) ө 2) ү 3) h
- anxiety – 1) өг 2) эн 3) иһ
- Himalayas – 1) һи 2) ҕи 3) һи
- earth – 1) о 2) ө 3) э

II. Pre-text exercises that contribute to the removal of communicative passivity and take into account the cultural and behavioral characteristics of students (introverts, culture of silence).

Example exercise. Choose the correct answer from the proposed options the most semantically close translation into the Yakut language:

- weathering** 1. салгылатыы 2. салгын алдьатыыта 3. хайа боруодаларын салгын алдьатыыта.
- erosion** 1. буортулааһын 2. алдьатыы 3. эттик тас быһыыта тастан дьайыыттан, уларыйыыта
- cause** 1. таһаарар 2. үөскэтэр 3. онтон сылтаах
- temperature** 1. киһи этин итиитэ 2. төһө итиитэ-тымныыта 3. салгынтемпературата

III. Post-text exercises aimed at comprehending information at an accelerated pace.

a) An example of an exercise aimed at the ability to segment the speech stream:

Arrange punctuation marks and capital letters. Recording from 00 min. 00 sec. 00 min. 15 sec.

when water enters a crack in a rock it expands as it freezes overnight when the ice turns to water and freezes again it forces the crack open a little more as the water seats even further the crack widens this freeze thaw action is repeated it eventually causes pieces of rock to break off they fall down the mountainside whether lies pieces of jagged rock known as scree

b) An example of an exercise aimed at the perception of a foreign language:

- 1. Insert missing words:
 1. The _____ we've ever dug isn't even a tenth _____.
 2. _____ carried them up through the _____.
 3. _____ 2.5 billion year _____ to reach the volcanic _____ called _____ where the _____ lie.

4. These _____ are _____, but once _____, they'll be worth five times as much.
5. The whole lot is sent _____ south to one of the most heavily fortified complexes in _____.

IV. Post-text exercises that increase motivation for learning a foreign language and take into account cultural-behavioral (group conformism), gender characteristics of students, suggesting a group form of work with an element of competitiveness. These exercises are performed in micro-groups of 3-4 people. An example of this kind of exercise: for a certain period of time, find words by swapping letters from the earlier vocabulary in anagrams.



Figure 2. Example of the lexical anagram

3. RESEARCH RESULTS

Students of the Mining Institute and Institute of Physics and Technologies of North-Eastern University took part in the experimental work. In total, 202 students took part in the experimental work: the experimental group - 104, the control group - 98. For statistical processing of quantitative data obtained as a result of testing the components of auditory competence, we used Student's t-criteria test. To assess the objectivity of the hypothesis put forward when calculating the data, we applied the Wilcoxon angular transformation. The reliability of the results was determined by testing the hypothesis of the homogeneity of two samples according to the Wilcoxon test at a significance level of 0.05. Calculations have shown that if $W_{lower cr.} < W_{obs.} < W_{upper cr.}$, with the obtained indicators $5 < 37 < 75$ there will be no reason to reject the null hypothesis. At the final stage of the experimental work, we carried out diagnostics of the participants in the experimental groups to identify their level of development of foreign language auditory competence. Diagnostics of these results of the analysis of the development of foreign language auditory competence before and after the experimental work revealed that the critical level decreased by 40.4%, the difference between the threshold

level before and after experimental work was 47.2%, the productive level increased by 18.3%.

Diagnostics of the results of the data of the experimental and control groups after the experimental work showed that in the experimental group the number of students with a critical level of foreign language auditory competence development decreased by 31% than in the control; with the threshold level increased by 35.6% of students and the number of students with a productive level of foreign language auditory competence development increased by 20.5%.

The results of diagnostics of the components of the FLAC development level before and after the experiment showed that the emotional-volitional component increased by 21%, the language component - 47%, the content component - 48%, the criterion-evaluative component - 39%. Thus, we can state the positive dynamics of the development of the foreign language auditory competence of students of technical specialties.

4. THE DISCUSSION OF THE RESULTS

As the results of the study show, the emotional-volitional component of foreign language auditory competence among students of technical specialties, which is characterized by an increased concentration of attention, is especially difficult. It should also be added that the lack of motivation among students to study a foreign language in view of the non-profile of the subject in a non-linguistic university causes some inconvenience during the educational process. In addition, the main contingent of students in technical specialties has an insufficiently high level of proficiency in a foreign language, sometimes it is completely absent. This fact creates a language barrier and causes a psychological block among students, unwillingness to learn a foreign language from the words of students "I still can't and why do I need it". In this regard, teachers of a foreign language are faced with the task of attracting the student's interest [17], actively using Internet resources, active teaching methods, authentic materials, establishing favorable interpersonal relations, creating a psychologically comfortable climate in the group, moving away from the imperative form of pedagogical influence, moving to democratic relationships, thereby contributing to a positive, positive attitude of the learning process, increasing self-confidence, the desire to communicate in a foreign language, reducing the fear of mistakes.

5. CONCLUSION

A step-by-step methodology for the development of foreign language auditory competence of students of technical specialties, characterized by the professional and technical orientation of the course of teaching a foreign language in a non-linguistic university using methods (master technology, project and audio-visual) and auditive,

audiovisual, multimedia means, the inclusion of authentic materials in the content of classes developed a set of exercises based on the native language, taking into account the characteristics of students from among the indigenous peoples of the Republic of Sakha (Yakutia). The analysis of the results obtained at the final stage of the experimental work shows that the students of the experimental group are characterized by a greater degree of self-regulation, the presence of external and internal motivation; phonetic, auditory-pronunciation, rhythmic-intonation and lexical-grammatical skills are formed; distinguish between most linguistic words and structures, which allows you to fully understand the general and detailed meaning of statements. Approbation of the methodology for the development of foreign language auditory competence of students of a non-linguistic university indicates the positive results obtained during the study.

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