

Subject Approach In The Process Of Teaching A Foreign Language At University

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Abstract

This study presents a subjective approach in the process of teaching a foreign language at a university. A university student is considered as a subject of educational and professional activities in the process of learning a foreign language. In the process of learning a foreign language, a student develops linguistic subjectivity, which we consider as the ability to build the process of mastering and assimilation of a foreign language as a subject of linguistic activity, while showing an individualized level of activity, independence, responsibility. Monitoring the formation of educational skills among university students for the successful mastering of the curriculum in a foreign language made it possible to concretize and empirically substantiate the main tasks of the purposeful formation of educational activities. An essential condition for the effective organization of educational activities in the system of education at a university is the study of the initial level of formation of this activity among students. The study of learning skills that students develop by the beginning of their studies at a university makes it possible to concretize and empirically substantiate the main tasks of the purposeful formation of learning activities, optimal forms and methods of teaching students as subjects of learning activities.

Key words: subjective approach, foreign language, university student, subject of educational and professional activity, linguistic subjectivity.

Introduction

The problem of studying the development of a student as a subject of foreign language education remains one of the most urgent in pedagogical science. The problem of the development of the subjectivity of a future specialist is investigated by us on the basis of the study of a foreign language by students of a non-linguistic university. A significant contribution to the development of the methodological foundations of the subject-activity approach was developed in the works of K.A. Abulkhanova-Slavskaya, B.G. Ananyev, A.V. Brushlinsky, P. Ya. Galperin, S.L., Rubinstein. The studies of A. Maslow, K. Rogers show that the self-development of the potential and creative resources of the individual, the intensification of the creative principle of teachers, their full self-realization in educational, professional and pedagogical activities necessitate the study of functional components and means of personal and professional development.

Despite the importance of the research carried out, this problem has a number of issues that require further study.

In modern conditions the issues of optimizing the teaching of a foreign language to university students as subjects of educational activity are again becoming in demand. In the context of higher pedagogical education, the problem of integrating various approaches to the professional training of a future teacher is maturing, in which he is considered both as an object and as a subject at the same time.

It is in this vein that V.V. Kraevsky, analyzing the problems of pedagogical methodology, singled out the manifestation of a general tendency to eradicate objects and plant subjects [1].

The principle of optimizing the process of teaching a foreign language at a university is associated with the issues of the effective organization of educational activities of students. At the same time, one of the conditions for the effective organization of educational activities of the entire educational system at a university is the study of the initial level of formation of this activity among students.

Our research has shown that first-year students do not always successfully master knowledge, because they do not have such personality traits as readiness to learn; the ability to study independently; the ability to control and evaluate oneself; the ability to master the individual characteristics of cognitive activity; the ability to properly distribute their working time for self-preparation. Monitoring of the formation of educational skills among university students, which allow them to master the curriculum in a foreign language successfully, makes it possible to concretize and empirically justify the main tasks of the purposeful formation of educational activity.

The object of research here is the phenomenology of the subject-activity approach in the theory of teaching a foreign language at a university. The subject of the research is the process of implementing the subject-activity approach in the linguistic training of students.

Methods

To implement the tasks set forth in the article, a set of techniques and methods was used. The theoretical methods included: abstraction of the concept of subject and object; modeling the concept of linguistic subjectivity; analysis and synthesis of the phenomenon of human subjectivity, the transition from an abstract understanding of the subjectivity of a person to a concrete understanding of linguistic subjectivity. Empirical methods were also used during the research: content analysis method; method of studying creative products; included observation.

Results And Discussion

The process of formation of educational activity in a student as a subject of learning a foreign language causes the teacher to search for an optimal combination of various forms of educational activity.

As the experience of teaching activities shows, the optimal combination in the process of teaching a foreign language is the combination of individualized forms with group forms of an individual character. It is in the classroom with such an optimal combination of individual

and group forms that conditions are created for the manifestation and development of the student as a subject of mastering a foreign language. In a foreign language class, a student develops linguistic subjectivity on the basis of an optimal combination of various forms of educational activity.

On the one hand, in the process of teaching a foreign language at a university, we use a subjective approach, and on the other hand, a person-oriented one. Their synergistic combination makes it possible to single out the subject-activity approach as a tactic of the learning process in the general strategy of a personality-oriented approach in the process of professional training at a university [2].

We regard linguistic subjectivity as the ability of a university student to build the process of mastering a foreign language as a subject of linguistic activity, while showing an individualized level of activity, independence, responsibility. In the process of linguistic training at a university based on the subject-activity approach, the entire system of teaching a foreign language is focused on the student's personality and is built in such a way that his activities, experience, worldview, educational and extra-curricular interests and inclinations are taken into account when organizing communication in a foreign language. The way to gaining a personal meaning of a student's activities also lies through taking into account his various interests.

Marx said: "Subjectivity is the most essential attribute." The subjectivity in education is the initiative, in which students actively involve themselves to teaching activities under the guidance of teachers. Lightbown [3] summarizes the subjectivity with the autonomy, the initiative and the creativity. Autonomy, which focuses on the independent rights of the subject, is the performance of the subject's possession and control of activities; the initiative, which focuses on the possibility of the subject, is the performance of the conscious choice of the subject about activities and participation of activities; the creativity, which focuses on the use of knowledge in practice, is the concentrated performance of independent autonomy and the initiative, and is the highest step of the subjectivity. The development of subjectivity of students should be paid more attention in the modern open society. Teachers should fully understand students and help them to develop the subjectivity of students. Relative to adults, middle students are weak in the sense of a subject and the ability to deal with the relation between the subject and the object [4]. What is more, the subjectivity of students needs training, guiding and enhancing. It is the responsibility of teachers to promote the development of students. So teachers should have the most essential attribute to implement the quality education in classroom teaching and improve the quality of students. Teachers should promote the development of students in the teaching a foreign language, which is the main channel of enhancing the subjectivity of students.

The student as a subject of educational and professional activity gradually realizes that all work is projected on the development of thinking, culture of mental work, activity and cognitive independence of creative abilities. In teaching a foreign language, the subject-activity approach assumes the organization and management of the student's academic work as a subject of educational and professional activities to master various types of speech activity (listening, speaking, reading, writing), taking into account the characteristics and linguistic abilities of students [5].

The main ways of providing professionally oriented teaching of a foreign language with an emphasis on independent work and creative activity of students as the most important indicators of the subjective involvement of students in the formation of professional qualities are:

- work on educational texts of a special pedagogical orientation;
- work on expanding vocabulary, terminology, teaching communication in a foreign language on issues of his specialty;
- preparation and defense of educational projects in a foreign language.

Purposefully organized student's independent work is an important factor in the development of creative activity in the process of teaching a foreign language.

The creation of optimal conditions for the creative development of a student in foreign language classes involves a combination of individual, paired and collective forms of organizing the educational process.

The course of teaching a foreign language in a non-linguistic university is communicative, professionally oriented and aims to develop, first of all, the most important competencies. This is especially true for general cultural competences and general professional competencies.

When teaching a foreign language, great attention should be paid to the use of authentic textbooks compiled in accordance with the level approach to learning foreign languages (Cambridge, Oxford, etc.). The use of these textbooks contributes to the development of language skills, the formation of intercultural competences.

The teacher's role is to create conditions for the development and self-development of the individual, to stimulate the students' desire for creative individuality, to direct the student's educational and cognitive activities to create their own creative educational product [6]. Use of such productive educational technologies in foreign language classes as: language portfolio; project activities (using Internet technologies); games, including language, role-playing and business; creative types of educational activities.

Problem-search research tasks have a positive effect on students' abilities for independent creative and search activities, taking into account their personal needs and individual characteristics.

In the practice of teaching foreign languages, a new educational tool is becoming more widespread - a language portfolio - a folder of working documents, which reflects the results of educational activities on mastering a foreign language for a certain period of time [7]. Working on a portfolio activates the development of creative initiative, critical thought, allows self-assessment of one's activities, and helps to increase the level of practical knowledge of the language being studied.

The presence of computer classes with multimedia interactive teaching aids contributes to the independent, creative and search activity of students, taking into account their personal needs and individual abilities, provides immersion in foreign language activities. Multimedia presentations, the use of audio-video materials, electronic resources on the network help to increase the motivation of students to learn foreign languages.

Students can create multimedia presentations while preparing projects, student communications and research; correspond with students of English-speaking countries via e-mail, participate in video conferences using Skype, Microsoft Teams, etc.

It is possible to increase the volume of speech communication or a foreign language not only by means of Internet technologies, but also by multimedia means as part of the integration of full-time and distance learning [8]. This type of training allows to implement individual study programs for students in the study of foreign languages. If we talk about distance learning as a new system in the educational process, then one should note such an advantage as the possibility of remote access to educational resources via the Internet [9]. One of the disadvantages of distance learning is the reduction in the amount of contact work with the teacher. However, a decrease in contact work with a teacher in some cases can also play a positive role, since the student's lack of confidence, which manifests itself in contact work, disappears. A decrease in the controlling factors in the form of compulsory attendance at classes increases the role of student self-organization to achieve learning goals.

The main subject activity of students in teaching a foreign language at non-linguistic faculties is textual activity - working on educational texts of a professional orientation and one of the methods of interactive teaching of foreign languages is the Reading & Writing for Critical Thinking technology (RWCT - Reading & Writing for Critical Thinking) [10]. Its basis and, accordingly, the psychological mechanism for the development of critical thinking is a three-phase model of information perception, which includes the stages: "challenge - comprehension (implementation) - reflection", which help students to determine the learning goals themselves, to carry out productive work with information and think about what they have learned [11].

This technology is based on active teaching methods, in which the student is an active participant in the learning process. The advantage of this group of methods is that they allow students to develop thinking, not only reproducing the acquired knowledge, but also using it in practice-oriented activities. Active methods make learning more comfortable for students: they are no longer afraid of negative assessments; let them talk more, i.e. thereby improve their communication skills. At the same time, it is extremely important to evaluate not only the knowledge and skills shown by future teachers, but also their creative independence.

In the course of work within the framework of this model, students master various ways of integrating information, learn to develop their own opinions on the basis of comprehending various experiences, ideas and perceptions, build inferences and logical chains of evidence, which motivates students to participate in scientific activities [12].

Regular participation in research work develops students' ability to think creatively, to solve problems that they will have to face in the course of practical activity independently, gives students a need for self-improvement in the range of knowledge acquired within the walls of the institute through self-education. Correctly organized educational and research work of students contributes to the acquisition of skills and abilities of professional activity [13]. Educational research and research work of students in the process of teaching a foreign language at non-linguistic faculties is carried out in accordance with the basic requirements of the program in foreign languages. In the educational process at the first stage of teaching a foreign language, students develop the skills and abilities of independent work with professional literature in order to obtain information.

Preparation of student reports, project work with their subsequent listening and discussion in the classroom is practiced. Further practical use of the obtained information is carried out when writing term papers and theses.

N.V. Kuzmina believes that the main feature of pedagogical qualifications at the present time has become not so much knowledge of one's subject as the ability to teach, arouse interest in knowledge, and form certain personality and character traits [14]. Mastering professional skills, achieving a particular level depends on the individual properties of a person, his individual abilities. Each student should have a plan for his own self-realization, and the system of professional training must provide him with motivation to self-education, to improve professional training, to ensure the independence of the acquisition of knowledge, to teach the student the ability to study, to bring to his consciousness that any education is, first of all, self-education, and it means independence of thinking and solving educational problems. It is necessary to learn how to see, set and solve professional tasks independently. Independent work of students in the field of foreign language oral speech should be understood as the cognitive and mental activity of students, which is aimed at the formation and development of skills and abilities of oral speech, providing the opportunity for free communication in a foreign language [15]. The tasks of independent work of students in the field of foreign language oral speech are to activate their mastery of a foreign language and speech in this language, develop students' ability to work independently, increase the activity of their mental activity, intensify and individualize the entire educational process [16].

The specific tasks of independent work of students are: to learn to independently master the language material proposed by the teacher, to use it creatively in speech for the purpose of communication, to work on improving their speech, to use the means of self-control of the results of their work, thereby instilling in students the skill of independent work, which is necessary in their future activities after graduation from the university [17, 18].

Summary

The conducted research allows us to formulate the following conclusions:

Monitoring of the formation of university students' learning skills in a foreign language made it possible to concretize and empirically substantiate the main tasks of the purposeful formation of educational activity.

The creation of optimal conditions for the creative development of a student in foreign language classes involves a combination of individual, paired and collective forms of organizing the educational process.

The role of the teacher is that when creating conditions for the development and self-development of a personality, it is necessary to stimulate the desire of students for creative individuality, to direct the student's educational and cognitive activities to create their own creative educational product.

Thus, for the development of a student at a university as a subject of educational professional activity, it is necessary to purposefully create a system of educational conditions that ensure the achievement of the predicted result. An important factor in the development of creative activity in the process of teaching a foreign language is purposefully organized independent work of a student. The level of activity, responsibility and independence shown at the same time contributes to the development of linguistic subjectivity in the student, as the ability to build the process of mastering and mastering a foreign language as a subject of linguistic activity. Therefore, more and more teachers realize that it is an urgent task in the field of education to foster the autonomous learning ability, and make full use of the subjectivity of

students. Teachers cannot teach everything, so learning foreign language mainly depends on students, not on teachers. By analysis, we can build favorable teaching environment to help students develop their learning ability.

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