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IN LINGUODIDACTIC ENVIRONMENT**

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Abstract

In connection with the active integration and globalization processes taking place in the world, the focus of attention of linguists, philosophers, culturologists and teachers is the cultural and linguistic interaction between representatives of different language communities. Of recent interest in these problems has been the theory and methodology of teaching foreign languages. Third-generation Federal State Educational Standards of Higher Education, aimed at modernizing the system of language education in Russia, towards qualitative changes in the preparation of graduates, orient the process of foreign language education in a modern Russian university towards compliance with established international levels, the standards adopted in the European higher education, and educational programs meeting the requirements of the Council of Europe. The development of foreign language communicative competence today means not only mastering a set of certain knowledge, skills, and abilities, but also forming a full readiness of students, primarily students of linguistic specialties, to communicate in various situations, to a comparative study of the mother

DR. MARINA GEORGIYEVNA SERGEEVA / DR. NATALIA FEDEROVNA MIKHEEVA / PH. D. (C) IANA VIKTOROVNA POLIAKOVA
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tongue and the studied languages and cultures on the basis of interlanguage and intercultural integration; to understanding foreign cultural values and realities presented in the form of norms of verbal behavior and rules of communication.

Keywords

Linguodidactic environment – Foreign language competency – Teaching a foreign language

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Introduction

Learning a foreign language contributes to the student's cognitive activity, as a catalyst for language acquisition both as a means of communication and as a means of learning a different culture, which fully corresponds to the personality-action approach to the content and process of teaching foreign languages, adopted in modern linguodidactic science.

As shown by numerous studies¹, in the natural language environment, the student's cognitive activity is highly effective, taking into account external and internal motivation. To a particular degree, this concerns the study of the second and third foreign languages, the proficiency in which in the traditional conditions of teaching cannot always be fully realized due to a number of psychological, psycholinguistic, methodological and organizational reasons.

Modern information and communication technologies (ICT), primarily the resources and means of the Internet, provide great opportunities for the formation of a linguodidactic environment through the integration of traditional and electronic teaching aids, the use of various technologies and tools contributing to the immersion of students in linguistic and cultural reality countries of the language being studied.

Educators and researchers² in the last decades have been increasingly focusing on the unity of motivational-cognitive and behavioral components in the structure of the graduate's personality.

The most capacious concepts reflecting this unity turned out to be "competency" and "being competent". The contextual analysis of the concepts "competency" and "professional competency" indicates that various approaches to their interpretation have

¹ P. Gorev; N. Telegina; L. Karavanova y S. Feshina, "Puzzles as a didactic tool for development of mathematical abilities of junior schoolchildren in basic and additional mathematical education", *EURASIA: Journal of Mathematics, Science and Technology Education* Vol: 14 num 10 (2018): 178-185; S. Sharonova; N. Trubnikova y N. Sokolova, "Interpreting religious symbols as basic component of social value formation", *European Journal of Science and Theology* Vol: 14 num 3 (2018): 117-129; E. Dolzhich y S. Dmitrichenkova, *Computer science terminology (a case study of the Spanish language)*. Valencia, Spain: INTED2018: Proceedings of the 12th International Technology, Education and Development Conference. 2018. 2556-2559 y M. G. Sergeeva; V. Yu. Flyagina; I. V. Taranenko; E. V. Krasnova y A. V. Vilkovala, "The interaction of labour market and educational services market considering social partnership mechanism and specificity of regional educational policy", *Ponte* Vol: 73 num 12 (2017).

² S. Wang; N. Gorbunova; A. Masalimova; J. Bírová y M. Sergeeva, "Formation of academic mobility of future foreign language teachers by means of media education technologies", *Eurasia Journal of Mathematics, Science and Technology Education* Vol: 14 num 3 (2018): 959-976; V. Utemov; R. Khusainov; M. Sergeeva y V. Shestak, "Full Packaged Learning Solutions for Studying Mathematics at School", *EURASIA: Journal of Mathematics, Science and Technology Education* Vol: 14 num 12 (2018); M. Sergeeva; N. Bondarenko; T. Shebzuhova; A. Vartumyan y S. Lesnikova, "Scientific substantiation of the conception of continuous economic education development", *Turkish online journal of design art and communication (TOJDAC)*: num 8 (2018): 178-185 y M. G. Sergeeva; N. G. Bondarenko; T. A. Shebzuhova; B. A. Solovyov; D. V. Parinov; L. A. Shvedov y A. P. Ovchinnikov, "Verification of management-support of professional and educational trajectory of students in the socio-cultural educational environment of the university", *Amazonia Investiga* num 8 Vol: 18 (2019): 5-14.

been developed by now. This creates difficulties in their systematization, hierarchical sequence and correlation. One of the effective means of obtaining relevant information and thereby enhancing students' professional competency is foreign language, knowledge of which is an important factor in increasing the competitiveness and prestige of a graduate.

The competency-action approach could implement the conceptual idea of modernizing the teaching and learning process in the Russian Federation, namely, to ensure the mastery of communicative activities through the development of a set of competencies focusing on opportunities, abilities, needs, cognitive activity and creativity of students. Foreign language competency is based on the development of such constituent competencies as linguistic, communicative, cross-cultural, sociocultural, intellectual, educational and professional. Important indicators of foreign language competency are the willingness and ability to apply the established knowledge and skills in practice.

Literature review

The competency-action approach to teaching foreign languages will be able to implement the conceptual idea of modernizing the learning process: to ensure the mastery of communicative activities through the development of a set of competencies focusing on the capabilities, abilities, needs, cognitive activity and creativity of students. We consider foreign language competency as a set of competencies that a future professional should master. In the modern scientific literature in the field of philology and methods of foreign language teaching, the terms “competency” and “being competent” are widely used to determine various aspects: “foreign language professional communicative competency” (O.Yu. Iskanderova), “sociolinguistic competency” (E.Yu. Panina), “social competency” (M.V. Druzhinina), etc. We use the term “foreign language competency” in our research work, since our goal is not only the linguistic knowledge (linguistic competency), but also the versatile development of personality and possibilities of applying the acquired knowledge of foreign languages in future career. Important indicators of the foreign language competency are the need for the active use of existing knowledge to solve practical problems, knowledge demands for the upcoming professional activity, the ability to perform the substantive and socially meaningful work³. Dynamic changes in the social and economic life of Russia determined such requirements for a professional of innovative type, where the linguodidactic competency is more than ever demanded not only by an individual, but also by the society. Foreign language skills will help quickly adapt to the modern professional world and successfully carry out professional functions, acquire greater competency in future professional career, to form a methodological and psychological readiness to upgrade the type and nature of their professional activities. Knowledge of foreign languages also helps to increase the general competency of a future specialist, which is a powerful reserve for accelerating economic, cultural and social development of both individual professional areas and the entire state. Therefore, it can rightfully be argued that foreign language competency is an economic category⁴.

³ S. Wang; N. Gorbunova; A. Masalimova; J. Bírová y M. Sergeeva, “Formation of academic mobility of future foreign language teachers by means of media education technologies”, Eurasia Journal of Mathematics, Science and Technology Education Vol: 14 num 3 (2018): 959-976.

⁴ Y. Volkova y N. Panchenko, “Discourse variation of the concepts of destructive emotions”, Vestnik Rossiiskogo Universiteta Druzhby Narodov, Russian journal of linguistics Vol: 22 num 1 (2018): 175-194.

Our approach to the development of foreign language competency reflects such progressive ideas of improving the modern system of Russian education as lifelong education and forward-looking education. The main meaning of lifelong education is constant development and improvement of each person throughout life, education through life. The development of foreign language competency in the context of lifelong education can be viewed from two sides. Firstly, this is the continuity of educational activities, curricula, plans, content of subjects during the transition of students from one stage of teaching and learning a foreign language to another (primary school - secondary school - vocational institution - university). Secondly, it is a constant continuous self-education, the decision of each person to advance in the level of knowledge of foreign languages, the ability to achieve a high level of foreign language competency and upgrade the profile of education or professional activity, based on personal needs and opportunities and requirements of the labor market⁵.

Forward-looking education purposefully prepares students for the social and professional activities that require a wider and at the same time flexible educational base, continuous development, readiness for adaptation in challenging working conditions. Foreign language is a universal means of enhancing the possibilities of professional career and socialization.

The competency-based education emerged in 1965 at the University of Massachusetts (USA) with the concept of “competency” proposed by N. Chomsky (1972) in relation to language theory and transformational grammar. In addition, N. Khomsky determined the understanding of the differences between the concepts of “competency” and “performance” (in our terms understood as “being competent”), where the latter is interpreted as a knowledge-based, intellectually and personally determined experience of social and professional life⁶. At the symposium in Berne, W. Hutmacher in the summary report noted that the very concept of competency, being a part of such concepts as skills, mastery, ability, has not been clearly defined to date. The notion of competency lies fairly firmly within the field of “knowing how” rather than “knowing that”. Modernization of Russian education and the Federal State Educational Standards provide a detailed description of the role and place of the key (basic, universal) competencies of a specialist⁷. The methodological grounds of this study are the following: the theory of speech activity in general psychology, the theory of psychological prerequisites for the activation of learning a foreign language, general methodological principles of teaching a foreign language, the concept of information-target approach to professionally oriented texts, the theory of systematic approach to the analysis of socio-pedagogical processes, the concepts of pedagogical innovations, the fundamentals of professional education, the concept of continuous vocational education, key competencies⁸.

⁵ S. Blinova; T. Dugina y A. Zabolotskikh, Teaching mixed nationality groups (on the example of students from the Northern Caucasus region). Valencia, Spain: INTED2018: Proceedings of the 12th International Technology, Education and Development Conference. 2018. 7977-7982.

⁶ M. Sergeeva; A. Shumeyko; A. Serebrennikova; A. Denisov; N. Bondarenko y E. Getmanova, “Innovative pedagogical experience in practice of modern education modernization”, Modern Journal of Language Teaching Methods num 8 Vol: 11 (2018): 814-823.

⁷ M. G. Sergeeva; S. V. Gubarkov; K. Yu. Zhigalov; I. I. Kurmaeva y A. V. Tolmachev, “Quality management of services of the higher education”, Ponte Vol: 74 num 1 (2018): 34-47.

⁸ M. G. Sergeeva; T. M. Stepanyan; A. A. Spector; M. S. Komov; N. A. Latysheva; I. V. Okhotnikov y L. A. Shvedov, “Formation of economic competence of the head of the educational organization in terms of professional development”, Revista San Gregorio num 30 (2019).

Proposed Methodology

The study of the linguistic, sociolinguistic and psycholinguistic aspects of bilingualism made it possible to compare the natural and artificial types of bilingualism according to the parameters proposed by A.E. Karlinsky, namely:

- goals and prospects of the practical use of the non-native language;
- assessment of bilingual speech activity;
- social functions;
- types of connections with linguistic culture.

In the course of this study, we formulated the definition of artificial bilingualism as communicative-speech bilingual skills, sufficient to carry out the communication process within two language systems, formed outside direct contacts with native speakers of the studied language in the learning process organized and controlled by the teacher (native speaker or non-native speaker). We also analyzed the ideas about the professional and personal qualities of a modern foreign language teacher and consider it necessary to add a high level of information culture (capability to use resources and electronic media in educational practice) and language testing competence (familiarity with the main certification testing systems, the ability to develop and apply in training and control test-type materials, create models of test-oriented learning).

The starting point of our study is the idea that the study of the external, natural environment is carried out in terms of determining the directions of its influence on students (M.S. Bernstein, L.S. Vygotsky, A.G. Kalashnikov, Yu.S. Manuylov). This approach allowed to create an environment for solving certain linguodidactic problems based on the effective use of the potential of the external environment in the process of pedagogical interaction with it (L.A. Dunaeva, G.S. Kostyuk, L. Porcher, P. Martinez, etc.). Teaching a foreign language to students at Russian universities is considered as gaining primarily the practical knowledge of the language being studied and its use as a communication tool in the natural language environment in communication with native speakers. In accordance with this provision, we studied the language environment of Great Britain to determine its composition and possible directions of its influence on the speech development of students. From a linguistic and didactic perspective, those components of the linguistic environment that have the highest learning potential in terms of speech learning were identified: material realities from the country of the language being studied, audio-visual series, speech situational texts (printed, sounding and electronic)⁹.

Material realities are specific objects (for example, train tickets, cinema or theater tickets, city maps, public transport schemes, store receipts and other realities of living foreign cultural reality), which serve as a visual means of exploring the everyday life of English society. The audiovisual materials include English radio and television broadcasts, theatrical productions, feature films and documentaries, commercials, etc., which are an

⁹ E. V. Burina, "The concept of an artificial language environment for teaching a second foreign language (on the example of the French language)", Bulletin of the RUDN University. Series "Russian and foreign languages and methods of teaching" num 3 (2015): 59-65.

inexhaustible source of information about the country of the language being studied, contribute to immersion of students in the language environment and their acquisition of communicative and speech bilingual skills. A situational speech series is understood as the general complex of real conditions and individual reactions under given conditions that cause the corresponding linguistic presentation (O.A. Gromova), as well as the actual speech patterns of native speakers. The speech situation makes it possible to demonstrate and master communicative behavior, sociocultural stereotypes and intercultural language contacts. Texts (printed, sounding and electronic), presented by books, press materials, brochures, signs, announcements, etc. are the basis for teaching speech in both native and foreign languages. The Internet provides the broadest opportunities for contact with foreign text in all its genre variations.

Obviously, the student's interaction with the listed components of the natural language environment can be both real and virtual, since all of the above is also present in the Internet. When analyzing the natural language environment, it was primarily taken into account that with the accessibility of the Internet, a new environment for the functioning of the language as a means of communication in the hypertext multimedia space (G.N. Trofimova) arose. Currently, with modern technology, we observe a synthesis of audiovisual and situational series. ICT make it possible to use simultaneously text, sound effects, graphics, video, photography for communication and interaction in virtual space. So, for example, when viewing the websites of the English media (newspapers, radio, television), different types of speech activity are involved: the user simultaneously views, reads, perceives information on the air and in podcasts, optionally communicates online with the program hosts. The semantic dominants of the visual, sound and verbal ranks of hypermedia text in the process of perception are combined, contributing to the formation of students' speech abilities.

Result Analysis

Foreign Language teacher at the First Moscow Educational Complex Nina Scherbakova¹⁰ conducted the analysis of the curriculum for several specialties, which made it possible to compose the denotation cards (logical graphical schemes) reflecting the specifics of each course and clearly demonstrating the prospects of interdisciplinary coordination of Foreign Language with special disciplines.

| Year | II | | III | | IV | |
|---|----|---|-----|---|----|---|
| Term | 3 | 4 | 5 | 6 | 7 | 8 |
| Foreign Language | | | | | | |
| Special disciplines (professionally oriented subjects) | | | | | | |
| Cooking Technology | | | | | | |
| Organization of Production | | | | | | |
| Service Organization | | | | | | |
| Catering Equipment | | | | | | |

Table 1

The denotation card for the specialization "Food industry. Food Technology"

¹⁰ N. I. Shcherbakova, Features of teaching the discipline Foreign language in a secondary vocational educational institution. Collection of scientific reports and theses of the international conference "Problems of technical and vocational education at the beginning of the XXI century". Moscow. 2003.

| Year | II | | III | | IV | |
|---|----|---|-----|---|----|---|
| Term | 3 | 4 | 5 | 6 | 7 | 8 |
| Foreign Language | | | | | | |
| Special disciplines (professionally oriented subjects) | | | | | | |
| Hairdressing Technology | | | | | | |
| Materials Science | | | | | | |
| Workshop | | | | | | |
| Decorative Cosmetics | | | | | | |

Table 2

Specialization denotation card "Hairdressing"

| Year | II | | III | | IV | |
|---|----|---|-----|---|----|---|
| Term | 3 | 4 | 5 | 6 | 7 | 8 |
| Foreign Language | | | | | | |
| Special disciplines (professionally oriented subjects) | | | | | | |
| Designing Clothes | | | | | | |
| Modeling and Decoration of Clothes | | | | | | |
| Garment Technology | | | | | | |
| Sewing Equipment | | | | | | |

Table 3

Specialization denotation card "Modeling and designing garments"

| Year | II | | III | |
|---|----|---|-----|---|
| Term | 3 | 4 | 5 | 6 |
| Foreign Language | | | | |
| Special disciplines (professionally oriented subjects) | | | | |
| Technological Equipment and Materials Science | | | | |
| Procedure Technology | | | | |
| Decorative Cosmetics and Makeup | | | | |
| Manicure Technology | | | | |
| Pedicure Technology | | | | |

Table 4

Specialty denotation card "Cosmetics and makeup art"

The compiled denotation cards revealed the sequence of studying special disciplines and Foreign Language. For example, in accordance with the curriculum for the course "Food Industry. Technology of catering products" Foreign Language is studied at the II and III years (terms 3,4,5). In parallel with the discipline "Foreign Language", special disciplines "Cooking Technology" (terms 3-8), "Organization of Production" (terms 4, 5), "Equipment of Public Catering Enterprises" (terms 3, 4, 5) are studied. The discipline "Service Organization" is studied in the 6th term, that is, it does not coincide with the period of studying Foreign Language. However, the content of this discipline includes a number of professionally oriented topics which are of great importance for the future professional activities of students, for example, the requirements for serving all kinds of consumers, table setting, professional and speech etiquette, business etiquette. Therefore we include them in the Foreign Language syllabus. Since the study of these topics in a foreign language will be ahead of their study in Russian, a foreign language teacher should learn the content of this discipline (basic norms and requirements for the organization of modern catering), and proceed with the selection of educational language material after consulting a teacher of this discipline.

Linguocultural level tests in the French language by E.V. Burina¹¹, knowledge of Russian linguistic students of the 4th year at the Institute of Foreign Languages of the Peoples' Friendship University of Russia (RUDN University), (Moscow, Russia) and students of economic specialties of the International Business School of the G.V. Plekhanov Russian Academy of Economics who studied at the University of Nantes (Université de Nantes, France) in the 2011/12, 2013/14, 2013/14, 2014/15 academic years and at the University of Leonard da Vinci in Paris (Université Léonard de Vinci) in 2004/05 and in the 2005/06 academic year (a total of 32 people), and students studying French in Russia (a total of 54 people), confirmed the hypothesis that the artificial language environment, saturated with multimedia ICT, has a significant effect on the formation of a linguistic competencies and increasing the level of language proficiency. Both categories of test subjects successfully passed the international DELF / DALF exam at level B2 – C1 (Table 5).

| A2 | B1 | B2 | C1 | C2 |
|---------------------------------------|---------|--------|-------|--------|
| Students who studied French in Russia | | | | |
| 20,37% | 35,18% | 35,18% | 7,41% | 1,85% |
| students who studied French in France | | | | |
| 21,875% | 28,125% | 37,5% | 9,37% | 3,125% |

Table 5
International exams DELF/DALF results

At the end of the observations, it was concluded that spontaneous (natural) acquaintance with the language and culture in a real language environment and purposeful (artificial, carried out under the guidance of a teacher using a complex of all available educational and authentic means) give generally similar results. The linguodidactic environment, which includes all the necessary components (material, audiovisual, situational, textual), helps bring students closer to the level of speech development that a person who is in the natural language environment reaches. At the same time, the thesis of outstanding Russian psychologist A. Leontiev was confirmed about the spontaneity and unpredictability of language contacts that arise in the natural language environment: such contacts are difficult to control, it is difficult to direct in a given direction. Thus, it was concluded that targeted learning using the capabilities of the language environment should be oriented to a different kind of language contacts, to artificial contacts, specially organized and managed by the teacher, as opposed to natural, uncontrollable contacts.

Conclusion

Linguodidactic, pedagogical, psychological and other scientific areas emphasize the need to develop social competency. The content of education should create sufficient and necessary conditions for socialization both during training and in professional activities.

The main purpose of foreign language as a discipline is to acquire ability to communicate. We mean in this case the development of communicative competency, that

¹¹ E. V. Burina, "The concept of an artificial language environment for teaching a second foreign language (on the example of the French language)", Bulletin of the RUDN University. Series "Russian and foreign languages and methods of teaching" num 3 (2015): 59-65.

is, the ability and willingness to take part in both direct communication (speaking, listening comprehension) and indirect communication (reading and understanding of foreign texts, writing). Communicative competency includes communication skills, the ability to establish vertical and horizontal contacts, adaptation to a specific socio-psychological situation, motives for behavior, interests, and the ability to understand a person. Foreign language contributes to the development of communicative competency, the ability to build personal and business communication with people, mastering various communication techniques depending on the field and type of activity (professional, managerial, social, etc.)

Acquaintance with the original professional literature develops the ability to understand other national cultures, forming cross-cultural competency.

Knowledge about the countries of the target language, as well as everyday life of the people of this country, behavior and speech etiquette standards, the achievements in various areas of public life and in the field of the profession being studied, customs and traditions, national culture contributes to the development of socio-cultural competency.

Learning foreign language is intellectual work aimed at mastering knowledge about the system of foreign language and at obtaining new information through foreign language tools and ways of expressing it, so we can rightfully speak about the development of intellectual competency.

The mandatory component of foreign language teaching and learning is the educational competency of students. The process of mastering professionally oriented foreign language involves the ability to independent, autonomous learning of the language and culture, which provides the conditions for its more fluent use.

The specificity of the discipline “Foreign Language” in a secondary vocational educational institution is determined by its professional orientation. Reading professionally-oriented literature and extracting new information from it, students enhance their professional competency. Foreign language contains a huge potential that can expand the professional horizons of a future specialist.

The development of foreign language competency of students occurs in the process of the formation of such constituent competencies as linguistic, communicative, cross-cultural, socio-linguistic, intellectual, educational, professional. The readiness and ability of the graduate to apply these competencies in practice are important indicators of the development of foreign language competency.

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