IMPROVING THE SKILLS OF FOREIGN LANGUAGE COMPETENCE OF STUDENTS BASED ON THE TECHNO-R TECHNOLOGY

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Abstract: The article briefly presents Techno-R being developed at the Institute of Philology and Intercultural Communication of Kazan Federal University and outlines the course and results of an experimental study in order to identify the effectiveness of Techno-R in improving the quality of students' language competence. Techno-R is corrective in nature and is designed to improve communication competence. In this study, we are talking about improving language competence, which is part of the communicative one. The experiment was carried out on the example of teaching French in the field of the formation of lexical and grammatical skills. The experimental procedure included several stages: setting an educational task, studying the indicative basis of speech actions, training in improving lexical and grammatical skills, assessing the formed competence (including self-esteem). Two assessments were conducted, before and after the experimental training. The assessment criteria were the number of lexical and grammatical skills. The empirically obtained data on the quality of lexical and

grammatical skills, expressed in numerical indicators, were subjected to statistical processing based on the Student's t-test. The obtained value of the t-test > 3.79 indicates the reliability of the conclusions made by the authors of the article that Techno-R is effective in teaching lexical and grammatical skills.

Keywords: technology, competence, teaching, quality, foreign language, vocabulary, grammar, skill.

INTRODUCTION

The objective of our research is to find ways to improve the quality of education in teaching foreign languages. The Techno-R corrective technology is offered as a tool in achieving this goal. This article deals with the formation of the language competence of students in the field of the formation of lexical and grammatical skills. Briefly outline the essence of Techno-R. We have presented its detailed description at international conferences, in scientific articles in the Scopus, Web of Science, RSCI databases. In particular, we consider the methodological basis of Techno-R, its substantive and procedural aspects in the article "Peculiarities of «Techno-R» technology during Teaching French Language Grammarian Skills" (5).

Let us remind that the name "Techno-R" means "technology leading to the desired result". The content side of the technology is represented by skills and abilities that are part of the linguistic, speech and socio-cultural competencies, which together represent communicative competence. The procedural side is the alignment of the technological sequence of pedagogical actions in accordance with the set goal and provides for the interrelated activities of the teacher and the student. The philosophical basis of Techno-R is humanism, which recognizes the value of a person as a person and his right to develop his abilities. The content and procedural aspects of technology provide objective conditions for the development of students' abilities and thus work to improve the quality of education.

We have carried out numerous Techno-R-based experiments in the formation of the language and speech competencies of students. In this article, we present the content of the experiment at the integrative level of the development of grammatical and lexical skills. Techno-R has corrective nature. It is used at the stages of summing up the results of training in thematic sections, modules and other forms of organization of educational material. The strong point of the Techno-R technology is the presence of a clear indicative basis in the performance of educational tasks, followed by training and self-assessment of the trainees.

METHODS

The main research method was a pedagogical experiment. It was held in the third year of the Institute of Philology and Intercultural Communication of Kazan Federal University in "Pedagogical Education, Foreign (French) Language". The research material was: reflexive verbs; pronouns that perform the functions of direct and indirect objects; nouns denoting family relationships; articles *le, la, les, un, une, des, du;* subjunctive mood; lexical units denoting a set; lexical units of the synonymous series; expressions denoting duration in space and time (*pendant, depuis, pour, en*).

To conduct the experiment, we had to determine the number of subjects. The

sample consisted of 15 people, which corresponds to the general population of trainees established by us in Tatarstan. The experiment was as follows. The students were offered a test before and after experimental learning. The evaluation criteria were the number of lexical and grammatical errors. Students made both vocabulary and grammatical errors on tests prior to experimental learning. It was found that students know the meaning of vocabulary and grammatical forms, but doubt which word to use in this situation, for example, you need to choose the word "*gens*" or "*personnes*" (people) in phrases *il ya … dans la rue - il ya dix … dans la rue* or choose the correct answer: *je suis arrivé à Paris - depuis / pendant / pour– deux semaines.* According to the operational structure of Techno-R, an educational task was set: to learn to accurately select the right word, according to its meaning in a specific situation.

The approximate basis was as follows: for all positions of the test, together with the students, the correct answers were established. For example, two words with the same meaning, "*neuve*" and "*nouvelle*" (new), differ in use according to a specific situation: the word "*neuf (ve)*" is used in relation to a new object: *Marat a acheté une voiture neuve* (Marat has bought a new car), but in the question "Has he bought a new car again?" the word "*nouvelle*" is used, the machine is new for Marat, but as an object it may be old: *Marat a-t-il acheté une nouvelle voiture?* In this case, the adjective is placed before the noun. Regarding the article, the orientation was as follows: it was necessary to choose the correct answer: *Marat n'aime pas le / du fromage* (Marat does not like cheese). The word "*fromage*" refers to uncountable nouns and requires the use of the partial article: *j'achète du fromage* (I'm buying cheese), but when the verbs *aimer, préférer détester, traïr, idolatrer* are used, the rule of the partial article loses its force, and with these verbs the definite article *le, la, les* is used. In choosing the correct answer "*gens*" or "*personnes*" (people), the explanation was as follows: the word "*personnes*" is used in the case of a known number of people: *il y avait des gens dans la rue, but, il y avait dix personnes dans la rue*. Thus, for all positions, students were presented with an approximate basis for speech actions.

The next stage was oral training in the performance of the educational task using speech patterns; echolalic and substitution exercises were carried out. For example: *Je suis étudiant depuis 2017* (I have been a student since 2017) / *depuis deux ans* (for two years now); *Je suis à Moscou depuis deux mois (passé)* (I have been in Moscow for two months); *Je suis à Moscou pour six mois (futur)* (I will be staying in Moscow for two months); *Il a fait ce travail en dix minutes* (He did the job in ten minutes); *Tous les dimanches il fait du sport pendant deux heures* (Every Sunday he does sports for two hours); *Hier il a plu pendant deux heures* (It was raining for two hours yesterday). The control actions of the trainees according to the Techno-R procedure were expressed in the performance of the lexical-grammatical test, followed by the analysis of the students' work and the reporting of specific results.

An important point, in our opinion, was the determination of the level of language competence by the students themselves. Each student scored him/herself: "Yes, I can correctly use vocabulary in combination with grammar in temporal positions", or, "I have learned everything in general, but I need additional training in the use of reflexive verbs". After the training, a control assessment was conducted and the linguistic indicators were expressed in numerical terms. Numerical indicators were subjected to statistical evaluation according to the Student's t-test (4). The calculation according to the Student's t-test was made according to the formula:

$$t = \left| \frac{M_1 - M_2}{\sqrt{m_1^2 + m_2^2}} \right|$$

Where M_1 and M_2 are the compared average values of the parameters, m_1 and m_2 are their average errors, determined by the formula: $m = \frac{s}{\sqrt{n}}$, where n is the number of observations, s is the standard deviation. The t-test index> 2 is known to mean the statistical significance of the research results, if the calculated value is less than "2", then the results are assessed as statistically insignificant. In our case, the value of the Student's t-test is 3.79, which indicates the validity of the experimentally obtained data.

RESULTS AND DISCUSSION

The results of the research into improvement of the language competence of students testify to the effectiveness of Techno-R. The success of the technology is evidenced not only by the results of statistical processing of empirically obtained data, but also by the attitude of trainees to learning. They experience a sense of self-esteem against the background of positive results, their motivation to learn the language increases. Techno-R is in a certain niche in language teaching. We believe, like many researchers, that there is no universal learning technology. Each has its own purpose. For example, Internet technologies "Web Quest", "Hot list", "Treasure hunt", "Multimedia scrap-book" (2; 8; 11; 12) are used in Russian educational institutions to form speech competence. TED videoconferencing and video blogs are used for the same purpose (9).

There are known learning technologies in cooperation, which condition trainees to work in a team, modular technologies as forms and methods of organizing the educational process, game and evaluation technologies, and technologies for presenting educational achievements of trainees, such as "Portfolio". As mentioned above, rejecting the idea of the universality of technologies, we consider the idea of integrative nature to be promising, since each technology in terms of content and learning opportunities should be adequate to the current or final educational tasks in teaching foreign languages. It is about the levels of competencies formed in phonetics, vocabulary, grammar, spelling or types of speech activity - speaking, listening, reading and writing. Learning technology analysts welcome the emergence of new ideas in teaching foreign languages (7; 1; 5).

We have tried to integrate gaming technology into the process element of Techno-R, namely, at the training stage after studying the approximate basis of speech actions. We have created a computer game to improve lexical and listening skills. As a result of experiential learning, we obtained effective results in understanding audio texts on three levels - general understanding, detailed understanding, critical understanding. We intend to continue researching the integrative application of Techno-R and other technologies (including computer technologies) at the experimental level.

SUMMARY

Techno-R technology effectively works to improve the quality of education in teaching foreign languages. Although the research has been conducted on the example of French as a foreign language, we believe this technology to be applicable in teaching

English, German, Spanish and other Romance or Germanic languages. The humanistic paradigm as a philosophical basis for teaching has a positive effect on the personality of students, instills in them confidence in the assimilation of educational material, and develops their cognitive powers. Techno-R is being developed based on fundamental theories. The theory of transfer (knowledge, skills, abilities, methods of mental actions) (10), the theory of interiorization of mental actions by P.Ia. Galperin (3), the theory of methods of cognitive and practical activity, developed by scientists of the Kazan didactic school, were didactically interpreted in Techno-R.

Experimental studies, in particular, in the field of the development of the language competence of students using mathematical statistics, have revealed the significant potential of Techno-R in improving the quality of education in foreign languages. Techno-R does not contradict with other technologies but complements the possibilities for improving the quality of education.

CONCLUSION

Improvement of the quality of education in the field of foreign language competence of students in terms of lexical and grammatical skills consists of: a clear statement of the educational task; the obligatory presence of an indicative basis in the implementation of the educational task; training on the basis of generalized approaches to solving the educational problem, ensuring the transfer of skills to new speech conditions; self-assessment of the results achieved in mastering language competence, stimulating the motivation to learn. A promising continuation of Techno-R-based research is experiments in teaching other foreign languages, as well as experiments in the integrative use of Techno-R with other technologies.

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