

RESEARCH NOTES

Developing grammatical competence at the stage of pre-higher education training

Formación de la competencia gramatical en la etapa preuniversitaria

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Summary

The developing grammatical competence in teaching Russian as a foreign language foreign student at the stage of pre-higher education training is one of the most important tasks facing linguodidactics. The success of mastering Russian as a foreign language depends on the level of grammatical competence. Knowledge of grammar contributes to better mastering of Russian as a foreign language. The article defines the terminological status of competence, examines its correlation with such categories as linguistic competence, foreign language communicative competence, etc.

There are described the principles of selection of educational material. There are highlighted the stages of work on communicative competence.

Keywords: Grammar competence, foreign listeners, teaching Russian as a foreign language.

Resumen

La formación de la competencia gramatical en la enseñanza del idioma ruso como lengua extranjera de los estudiantes extranjeros en la etapa preuniversitaria es una de las tareas más importantes que enfrenta la lingüística. El éxito del dominio del ruso como idioma extranjero depende del nivel de la competencia gramatical. El conocimiento de la gramática contribuye a un mejor dominio del ruso como idioma extranjero. El artículo define el estado terminológico de la competencia, considera su relación con las categorías de competencia lingüística, competencia comunicativa extranjera, etc.

Se describen los principios de selección del material educativo, se destacan las etapas del trabajo sobre la competencia comunicativa.

Palabras clave: Competencia gramatical, estudiantes extranjeros, enseñanza del idioma ruso como lengua extranjera.

Introduction

In the process of learning at the preparatory courses, foreign students must master educational competencies as a set of knowledge, skills and abilities that are necessary for them to perform productive activities. The competence-based approach is designed to raise the level of training of students in the system of higher professional education. A.V. Khutorskoy (2005) identifies a three-level classification of competencies: 1) key competencies (related to the general content of education); 2) general subject competences (related to the general range of academic subjects); 3) subject competences (related to academic subjects). In the system of proposed competencies, the key is a foreign language communicative competence.

Changing educational guidelines is aimed at improving the quality of language education by including new components in the content and system of teaching Russian as a foreign language. As a result, there is a strengthening of the communicative side of learning. This means not only knowing of the language, but also the ability to use it in real communication. Accordingly, there is a need for the developing foreign language communicative competence. An integral part of a foreign language communicative competence is grammatical competence as an integral part of a linguistic one.

Mastering the grammatical system of the Russian language is a difficult task facing foreign students of the preparatory courses. The problem of the developing grammatical competence acquires particular relevance in the context of ethno-oriented teaching, within which learning must be built considering the interaction of the native and foreign (Russian) languages.

The basis of grammatical competence is the ability of foreigners to linguistic activities in the context of someone else's linguistic culture. In this regard, the formation of grammatical competence among foreign students is an urgent task facing teachers of Russian as a foreign language.

The degree of elaboration of the problem

Grammar competence is formed in the process of teaching grammar. It should be noted that the need to form grammatical competence in Russian linguistics has been discussed relatively recently. Among the researchers it is necessary to note the works of E.I. Vovk, I. Glukhova, L.I. Karpova, T.A. Lopareva, E.A. Rubleva, L.A. Shirokova and etc.

According to I. Glukhova (2010), teaching grammar is carried out in the process of solving communication problems. New grammatical forms are learned in the process of solving communicative problems, that is, in the process of repetition, that is, mastering grammar occurs through reproduction and memorization of forms used in speech contexts. Grammatical representations are formed by adapting speech situations to memorized forms. As a disadvantage of the communicative approach, the author notes that the mastering of grammar occurs at a subconscious level.

The new understanding of grammatical competence is associated with a conceptual approach to teaching grammar. According to I.I. Haleeva, grammar is a tool that allows learners to understand grammatical concepts. So, cognition plays a significant role in teaching a foreign language. Within the framework of conceptual grammar, the semantic content of grammatical concepts is assigned. In this case, the cognitive classifiers are “the whole”, “the part”, “the known”, etc.

Within the framework of conceptual grammar, grammatical concepts are understood as abstract forms, ideal models that have a set of essential and secondary features. The development of a grammatical concept is associated with the analysis of a large body of knowledge, hypothesizing and the structuring of the concept. The result of concept modeling is a configuration in the form of a certain scheme or rule.

Despite the importance of the grammatical category, grammatical competence began to be considered recently as an independent object of study.

At the same time, the problem of teaching grammar and the development of grammatical skills is one of the priority tasks of teaching a foreign language. O.L.Bim, N.I. Gez, E.I. Passov, I.V. Rakhmanov considered the problems of learning grammar in the context of school teaching. I.M. Berman, B.A. Lapidus and other studied the process of development of grammatical competence in relation to education at a university. It should be noted that interest in the study of grammatical competence arose in connection with the study of the essence and content of a foreign language communicative competence within the framework of the communicative approach.

Research methods and techniques

Theoretical analysis of scientific literature, theory and practice of teaching foreign languages and Russian as a foreign language, pedagogy.

Discussion of the problem

Competence approach in linguodidactics

Currently, linguodidactics is one of the rapidly developing areas. This is due to the constant search for the best ways to teach foreign languages. New approaches to teaching require a rethinking of the methodological foundations of mastering a foreign language.

The appearance of a competence-based approach in the methodology of teaching Russian as a foreign language is associated with the crisis in education, the demands of society, the

program requirements for the graduate of the preparatory courses and the needs of the individual in education.

The analysis of scientific research literature shows that the issues of the quality of education of foreign students at the stage of pre-higher education training, which is assessed in terms of “competence” and “competency”, are gaining relevance.

The appeal of Russian linguodidactics to the terms “competence” and “competency” is associated with attempts to integrate Russian education into the European educational space, and also reflect the desire of Russian education to achieve compliance with European educational standards. Bridging the gap between education and real life is helping to establish a new paradigm for education. The concepts of “competence” and “competency” are not static formations that reflect the totality of knowledge, skills and abilities, but dynamic processes associated with the practical orientation of education.

Initially, the term “competence” was introduced into scientific circulation by N. Chomsky to denote a person's ability to perform any activity on the basis of knowledge, abilities, skills acquired in the learning process, as well as work experience.

Currently, there is some confusion in the terminological status of these categories. A number of researchers regard them as terminologically close, noting the diffusion of their lexical-semantic field. Other researchers suggest distinguishing between them.

A.N. Shchukin connects competence with the cognitive capabilities of a person, believing that competence is range of issues in which a person is well-versed (Shchukin, 2004, p. 139). T.G. Shapovalova connects competence with personal qualities, the mastery of a person with a certain set of knowledge, skills and abilities that ensure the readiness of the individual for productive activity. Competence – “the formedness of a complex of interrelated personality traits among students, possession of knowledge, skills and abilities, as well as methods of activity necessary for high-quality productive activity in relation to a certain range of objects and processes” (Shapovalova, 2004, p. 95). In the context of teaching the Russian language L.V. Cherepanova defines the competence “a set of knowledge, abilities, skills and methods of activity that are formed in students in the process of teaching Russian as an academic subject and serve as a means of achieving the goal of education – the formation of competence” (Cherepanova, 2006, p. 86).

Thus, competence is a static formation that reflects the cognitive capabilities of the individual, the totality of knowledge, abilities and skills, as well as the ability of the student's personality to independent productive activity.

Competency is a dynamic constitution that reflects the ability of an individual to carry out activities, including educational, related to solving specific problems.

So, according to A.N. Shchukin, competency understands the personality trait based on competence (Shchukin, 2004: 139). From the point of view of T.G. Shapovalova, the competence includes the individual-personal attitude of the subject to the activity and to the subject of activity (Shapovalova, 2004, p. 95). L.V. Cherepanova defines competency as “the ability for any kind of activity, actions in life, formed on the basis of the acquired knowledge, abilities, skills and methods of activity, for solving theoretical and practical problems” (Cherepanova, 2006, p. 86).

The place of grammatical competence in the structure of foreign language communicative competence

Communicative competency – mastering the types of speech activity, the culture of speech behavior in accordance with those accepted in the society.

There is an understanding of communicative competence as “a special quality of a speech personality acquired in the process of natural communication or specially organized training, which consists of several components, including language, subject, linguistic, pragmatic competence”, under language and linguistic competences – “knowledge of language units and the rules for their connection”, as well as “knowledge related to linguistics” (Pedagogical Speech, 1998, p.81).

The question of the competent composition in the teaching methodology has not been resolved. N.I. Gez believes that communicative competence includes: 1) verbal-cognitive competence (associated with the ability to group, process, memorize, recall information through linguistic designations), 2) linguistic competence (the ability to understand, produce correct relationships based on acquired linguistic signs and rules), 3) verbal-communicative competence (the ability to take into account the appropriateness of the use of linguistic units in the process of cognitive-communicative functions) and 4) meta-communicative competence (possession of the conceptual apparatus for analyzing and assessing the means of speech communication) (Gez, 1985, p. 18). In addition to the above, the following types of competence are distinguished: linguistic, sociolinguistic (speech), discursive, strategic, social, sociocultural, subject and professional. Thus, communicative competence is a broad concept that reflects a set of more specific competencies. Let's consider some of them.

Linguistic competence reflects knowledge about the language system, rules, the ability to accept other people's thoughts and express comments in written and oral speech.

Sociolinguistic competence is called speech competence, since it is associated with the ability to realize communicative intentions, to express them depending on the communicative goals.

Discursive is associated with the ability to use strategies for constructing texts, allows you to eliminate gaps in language knowledge and speech social experience.

Currently, dynamic transformations are taking place in the system of language training for foreign students. In order to comply with state requirements for the level of preparation of graduates of the preparatory courses. The study of Russian as a foreign language is aimed at the practical mastery of the Russian language, the specificity of which is associated with professional activities.

In modern pedagogy, foreign language communicative competence is understood in different ways. On the one hand, it represents the ability to use the linguistic system effectively (Brumfit, 1992), and on the other hand, "the ability to realize linguistic competence in various conditions of speech communication, taking into account social norms, behavior and the communicative expediency of the statement" (Minyar-Beloruhev, 1996, p. 43). Foreign language communicative competence is formed in the process of interaction between the teacher and the student, in the process of independent cognitive activity and in the process of interaction with other subjects of communication.

The basis of the foreign language communicative competence is the grammatical competence, which is based on grammatical skills, knowledge of the rules of the language.

According to the CEFR grammatical competence as part of linguistic competence is part of the communicative competence. "Grammatical competence is understood as the knowledge of the grammatical elements of the language and the ability to use them in speech. <...> Grammatical competence includes the ability to understand and express a certain meaning, formalizing it in the form of phrases and sentences built according to the rules of a given language (as opposed to the mechanical reproduction of memorized samples)" (Common European Framework of Reference, 2005, p. 107-108).

Summarizing the existing definitions, N.A. Kaftaylova gives the following definition: grammatical competence is "the ability of an individual to understand and formulate, in the course of intercultural communication, the meaning of an utterance based on the implementation of cognitive activities to identify the specifics of grammatical forms of expression of national and cultural concepts in the whole scheme of things" (Kaftaylova, 2011, p. 112).

From the point of view of L.I. Karpova, grammatical competence is considered as a set of principles on the basis of elements are combined into phrases and sentences, as "the ability to understand and express thoughts in the process of production and recognition of well-formulated phrases and sentences in accordance with these principles (as opposed to memorizing and reproducing frozen samples)" (Karpova, 2005, p. 52).

Yu.A. Sitnova notes that grammatical competence "necessarily presupposes: 1) knowledge of grammatical units as carriers of generalized grammatical properties, as well as means of expressing grammatical meanings, 2) the ability to use them in speech activity in various communication situations" (Sitnova, 2005, p. 19).

Understanding grammatical competence as the ability to create an unlimited number of correct forms from the point of view of previously learned language rules combinations, N.I. Gez does not distinguish between lexical and grammatical skills (Gez, 1985, p. 18).

Thus, grammatical competence is a multilevel concept that includes:

- 1) grammatical phenomena of the language;
- 2) knowledge of the rules;
- 3) grammatical skills.

The formation of grammatical competence is an urgent task, since the level of foreign students should allow them to receive education in Russian as a foreign language. Linguistically competent educational interaction ensures the success of a foreigner's professional growth.

The process of mastering the Russian language should be based on grammar. The level of proficiency in Russian as a foreign language is the level of proficiency in the rules of the Russian language. Thanks to it, the correct design of the speech utterance is ensured, as well as the understanding of the text.

Currently, the terminological units “grammatical competence”, “foreign language grammatical competence” and “grammatical communicative competence” are used. Analysis of the content of these categories allows us to talk about the identity of these concepts. The purpose of teaching Russian is to develop linguistic competence. Linguistic competence is knowledge about the language system, spelling, punctuation and speech literacy.

Grammar skills are often directly dependent on knowledge of the grammar rules. However, memorizing ready-made rules is not an effective teaching method because the rules are forgotten. They help to create a speech product and perceive the interlocutor of the rules, schemes that are stored in the memory of a person. The strategies for the formation of grammatical competence themselves need correction.

According to Yu.A. Sitnova: “the foreign language grammatical competence of students in language professions can be considered sufficiently formed if the students freely operate with such intellectual actions as the analysis and systematization of linguistic facts, the establishment of similarities and distinctive features between various grammatical phenomena, the determination of causal relationships between the grammatical phenomena of the language, assessment and selection of various options for action, awareness of the relativity of grammatical rules, coordination of outwardly contradictory linguistic facts, and in their speech in a foreign language, one finds: a) correspondence of linguistic (grammatical) means to a speech task; b) no errors; c) good speed of intellectual operations and actions” (Sitnova, 2005, p. 8).

Developing grammatical competence is associated with a number of difficulties. First, it is necessary to determine the amount of grammatical material. Depending on the stage of training of foreign students, there is a system for submitting grammatical material. The volume, content of grammatical material depends on the communicative need. Awareness of the applied nature of grammar enhances the motivational factor. At the preparatory courses, it is better to perform grammatical actions based on grammatical rules, and working off the material should go from simple to complex. The grammatical minimum of the beginning stage is the case system of the Russian language. First, nouns are given, later possessive and demonstrative pronouns, conjugated forms of the verb, verb control.

Difficulties in mastering the grammar of Russian as a foreign language are associated with many linguistic and extralinguistic factors. The fact is that the students of the preparatory courses - foreigners - have other background knowledge. For example, in Russian there are no grammatical categories of the article inherent in many European languages. And the category of gender that exists in Russian, in many languages, is either absent altogether, or words have a different gender in different languages. The task of the preparatory courses is to get away from the mechanical mastery of the grammar of the Russian language.

Homogeneous grammatical material is divided into parts. The concentric model grammatically contributes to its consolidation and expansion of knowledge based on the material studied. With concentric learning, grammatical material is a means of verbal communication. Grammar is taught on a syntactic basis.

However, reliance on the native language does not always give a positive result. Comparison of Russian with different languages will be effective if foreign students have a good command of the grammatical system of the language.

From the standpoint of ethno-oriented learning, grammatical material should be given considering the phonetic, grammatical and lexical system of the native language for foreign listeners or the intermediate language. The digestion of grammar should be based on the following criteria: 1) subject, when grammar is closely related to real subjects that foreign listeners can see in the classroom or that can be brought by a teacher or other participants in the educational process; 2) verbal, when grammatical material is studied by including ordinary actions in the educational process. These can be verbs that indicate actions that occur in everyday life and can be acted out in the audience; 3) situational, when grammatical material is presented in situational dialogues and interrelated remarks. Such tasks should be built on the principle of communicative learning. Working with grammatical material, it is necessary to carry out the following stages: 1) maintaining new grammatical material; 2) consolidation of the material through training exercises; 3) activation of educational material through the creation of situational dialogues and in the process of practicing more complex exercises. The teacher's task is to optimize speaking skills considering new grammatical material. For the new material and speech pattern to be used in the practice of speech communication of foreign listeners, it is necessary that the grammatical form is mastered by foreigners in the process of its use. For this purpose, there are included various exercises in the educational process. During the preparatory exercises, the communicative task should be as close as possible to real speech practice. According to the method of performing exercises, they can be imitative, staged, transformational and reproductive. Speech exercises develop speech skills in the process of which the skills of grammatical design of words are formed in speech. These can be exercises aimed at conveying what has been read, heard and seen, as well as situational and play exercises.

Conclusion

Foreign language communicative competence is the most important component of the competency of a modern specialist studying at a Russian university. The developing foreign language communicative competence among students of the preparatory courses occurs in the context of their integration into the Russian educational space. The Russian language is not only a means of teaching, but also a characteristic of the educational process, which determines the purpose and content of education.

Communicative competence is a broad concept that reflects a set of more specific competencies. Part of the foreign language communicative competence is grammatical competence. Its formation is the main goal of studying the Russian language. The success of speech activity depends on the level of language knowledge.

The grammar contains knowledge about the structure of words, forms of word formation, types of word combinations, types of sentences. The level of proficiency is associated with the skill of word formation, sentence construction.

Developing grammatical competence at the stage of pre-higher education training is a complex multi-level process due to linguistic and extralinguistic factors. The necessary conditions for the formation of grammatical competence among foreign students studying at the preparatory courses are the presentation of grammatical material from simple to complex, centrism of the presentation of grammatical material, dividing grammatical material into parts, reliance on the native language, objectivity, verb and situationality.

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