THE MODEL OF FORMATION OF SELF-DIRECTED LANGUAGE LEARNING OF UNIVERSITY STUDENTS IN A UNIFIED HIGHER EDUCATION AREA

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Abstract

Purpose of the study: The article aims to analyze the problem of modeling self-directed language learning of university students in a Unified Higher Education Area.

Methodology: Our study is based on the theoretical research method – the analysis of foreign and national philosophical, pedagogical literature on a problem; analysis and generalization of modern pedagogical experience; theoretical modeling; empirical – research and analysis of pedagogical experience; observation, interviews with teachers and students.

Results: Modeling of self-directed language learning of university students is considered by the author in terms of systemic, student-centered and competence-based approaches. The model of self-directed language learning is represented as an integrative construct, which includes the target, content, technological and productive blocks. The main components of the model are the goal, tasks, and components of self-directed learning, modern technologies, methods, forms, criteria, and indicators.

Applications of this study: The materials of this research can be used by teachers to develop special courses of lectures and seminars on the organization of self-directed language learning of university students.

Novelty/Originality of this study: In this research, the model of Formation of Self-Directed Language Learning of University Students in a Unified Higher Education Area is presented in a comprehensive and complete manner.

Keywords: university, students, foreign language, self-directed language learning, model.

INTRODUCTION

One of the main vectors of the Russian educational policy is the integration of the higher professional education of the Russian Federation with the preservation and development of the achievements and traditions of the national higher education into the world system of higher education. "The National Doctrine of Education in the Russian Federation" emphasizes the need to develop skills of self-education throughout a person's life as it provides professional and personal self-realization (Sabirova, Pomortseva, & Morozova, 2016). In modern society self-education becomes one of the main conditions of progress of human society, the world in general and, of course, a condition of vital success of separately taken person. Self-education becomes particularly important in the context of lifelong learning, where the planning, organization, management, and implementation of education depends on the individual, and the process of education develops into the process of self-education.

The problem of development of the self-educational activity of university students in the process of foreign language learning is actualized due to the fact that independent educational activity in language education plays an important role nowadays. Effective language acquisition involves, above all, the ability and willingness of the student independently, throughout his/her life to learn a foreign language, to maintain and improve his/her level of knowledge in order to be competitive in increasingly globalized labor market (Nazmieva, Plakhova, & Pershina, 2017; Fahrutdinova & Kondrateva, 2016). Having analyzed different definitions of the term “self-education” in Russian and foreign pedagogical references and encyclopedias it can be summarized as a purposeful cognitive activity, managed by the learner himself/herself and aimed at achieving certain personal and socially significant educational goals (Brockett & Hiemstra, 1991; Candy, 1991; Tough, 1989).

METHODOLOGICAL FRAMEWORK

Objectives of the Research

The main objectives of the work are: 1) to analyze the role of self-educational activity of university students in the terms of globalization and internationalization of education; 2) to design a model of self-educational activity of university students in the process of foreign language learning.

Theoretical and Methodological Basis of the Research

Our study is based on the theoretical research method – the analysis of foreign and national philosophical, pedagogical literature on a problem; analysis and generalization of modern pedagogical experience; theoretical modeling; empirical – research and analysis of pedagogical experience; observation, interviews with teachers and students.
RESULTS

Systemic, student-centered and competence-based approaches of modeling of the self-educational activity of university students

As one of the methods of studying the process of the development of self-educational activity of university students in the process of foreign language learning, we defined modeling method. The development and implementation of the model allowed us to more effectively organize self-educational activity of university students. Modeling of the self-educational activity of university students in the context of the integration of education is studied from the position of systemic, student-centered and competence-based approaches (Muhametzyanova, 2008; Khorrami et al., 2015).

The systematic approach presupposes a systematic consideration of the process of formation of the self-educational activity of university students in the process of foreign language learning. Being one of the methodological directions of scientific research, the systematic approach allows studying the process of formation of self-educational activity of university students as an integral pedagogical system consisting of a set of interrelated elements. This approach allows to determine the features of the organization of the self-educational process where students are actively involved in the definition of their tasks, designing of their self-educational activity, correction and reflexive analysis of their results (Ainoutdinova, Khuziakhmetov, & Tregubova, 2017; Ali Al Briki & Rahman Khan, 2019).

The student-centered approach ensures the process of forming self-educational activity of university students in the process of foreign language learning on the recognition of the subjectivity of the student that determines the direction of personal development, recognizing the student's right to self-determination and self-realization through mastering the techniques of self-education. It helps students to independently acquire knowledge, skills and use them in situations not specified by training (Maklakova, Ilyasova, & Zagladina, 2017). Student-centered approach provides an optimal environment for students to develop their ability for independent educational activity, self-realization and consists of 1) organization of subject-subject interaction, involving freedom of the student's choice of forms and methods of self-educational activity in foreign language learning; 2) the student's activity, his/her readiness for independent educational activity, for solving complex problems due to parity, trusting relations with the teacher; 3) ensuring the unity of the student's external and internal motives, when the external is the motive of achievement, and internal - cognitive motive; 4) planning of independent educational activity based on self-identified goals; 5) creation of conditions for student self-evaluation (Sagitova & Khasanova, 2016; Razavi et al., 2015).

The competency-based approach assumes a holistic experience in solving life problems, fulfilling key functions (relating to many social spheres), social roles and competences (Gutman, Masalimova, Shaidullina, Nazmieva, & Mukhamadeyeva, 2014; Vinnikova, Fahrutdinova, Dulmukhametova, & Shamsutdinova, 2017). A competency-based approach is an approach to the educational process on the basis of competences, which presuppose, first of all, the realization of the personal qualities of a specialist and puts forward on the first place not the knowledge of the student, but the ability to solve problems (Bolotov & Serikov, 2003). In the context of our research competence-based approach – is the complexity of the general provisions defining the logic of self-educational activity of university students in the process of foreign language learning.

The structure and content of the model of formation of self-educational activity of university students

The structure of the model of formation of self-educational activity of university students is represented by the following interrelated blocks: target, content, technological and estimated. The basic components of the model are the goal, tasks, components of self-education, modern technologies, methods, forms, criteria and indicators, the interrelation of which makes the process of forming self-educational activity of university students more effective. Let’s review the content of the structural blocks of this model.

The target block of the model ensures the formation of the self-education of university students through the ability to determine the goal, setting the tasks as a result that the student must achieve in the process of foreign language learning. The main purpose of the model is the formation of self-educational activity of university students. This goal is concretized through the following tasks: 1) the formation of positive motives of self-education; 2) the formation of readiness and ability to self-education, aimed at achieving certain personal or socially significant educational goals; 3) developing the necessary knowledge, skills, and techniques of self-education; 4) the formation of abilities for self-improvement and self-education throughout life.

The content block of the model is a set of components of the self-educational activity of university students. The analysis of psychological and pedagogical literature allowed us to distinguish four components of self-education of university students: motivational, cognitive, activity and reflexive. The motivational component of self-education involves the student’s need for continuous self-development and self-improvement, promotes the formation of a complex of motives, and provides a positive attitude towards self-educational activity, aspiration to continuous self-education in the process of foreign language learning. This component of the self-educational activity of university students provides a positive attitude towards language education, the desire for constant self-educational activity in learning foreign languages, the recognition of the personal and social significance of language education as well as the presence of such personal qualities as independence, purposefulness, perseverance, initiative, self-control.
The cognitive component describes the level of student’s knowledge about the nature, forms, methods, and ways of self-education in language learning. This component includes knowledge of modern information and telecommunication technologies in foreign language learning, namely: knowledge of the basic ways of finding information, understanding the ways and methods of independent knowledge acquisition; knowledge of information management, knowledge of information resources in the field of language education. The activity component of self-education of university students involves the mastery of complex informational, organizational, communicative skills, the ability to independently organize their own language self-education, work with information (knowledge of modern methods and techniques of searching, collecting, processing information, critical comprehension of information), skills independently carry out educational, cognitive and educational tasks, formulate conclusions and be able to apply the results. The reflexive component of self-education describes reflection and self-assessment of students’ readiness for language self-education, includes an adequate assessment of their achievements, the need for self-reflection and the possession of reflexive technologies in the field of language self-education (Sagitova, 2015; Laureano et al, 2018; Abishov et al, 2018).

The technology block of the model of formation of self-educational activity of university students includes the use of the following interactive technologies: project-based learning, language portfolio, cooperative learning, mobile technologies, and information multimedia technologies. We found quite effective in language learning the use of such methods as project method, case method, brainstorming, role, and business games, work in small groups, communicative method, active learning methods, intensive methods of teaching and others. Interactive multimedia teaching aids, electronic textbooks, CD-ROMs with and without a printed application, podcasts of English-language sites, electronic catalogs of libraries, the global Internet, multimedia resources and others were actively used as modern means of training in modeling the self-educational activity of university students in language learning. Of course, the choice of these technologies, forms and methods are not accidental, as they facilitate the involvement of students in the process of educational and self-educational activities, cooperation with the teacher, implementation of feedback in the process of independent cognitive activity and motivation of students (Harmer, 2007; Suleri & Cavagnaro, 2016).

The estimated block of the model includes four criteria for assessing the effectiveness of self-education of university students and their corresponding indicators, which made it possible to identify the following levels of self-educational activity: high (creative), medium (interpretable), low (reproducing). The first criteria assume that students have motives that encourage their self-education, the need for continuous self-development and self-improvement, awareness of the personal and social importance of self-education. The second one includes knowledge about self-educational activities and modern information technologies. The third is based on the ability to plan and implement self-education, work with information and independently solve self-educational problems. The fourth consists of formed skills to exercise self-control, self-awareness, self-evaluation, reflection, and adjustment of self-education in language learning.

We hope that the implementation of this model will increase the effectiveness of the formation of the self-educational activity of university students in the process of foreign language learning.

CONCLUSION

The development of the self-educational activity of university students in foreign language learning is carried out under the influence of all components of the educational process as a whole. Modern pedagogical technologies in combination with information technologies contribute to a significant increase in the level of development of self-education of university students in foreign language learning.

An important condition for the successful development of the self-educational activity of university students in the process of foreign language learning is the holistic application of educational technologies, methods, forms and means that will allow students to organize their self-educational process so that it helps to shape the personality of the learner who can organize his/her language self-education while studying at the university and after finishing it.

Thus, the model of the formation of the self-educational activity of university students in the process of foreign language learning, which includes target, content, technological and estimated blocks, is flexible and variable, which allows us to react quickly not only to changes in society but also to the demands of society to the level of training of specialists, and also to ensure the effective formation of the self-educational activity of university students.

RECOMMENDATIONS

The materials in this research work can be used by teachers in the development of special courses of lectures and seminars on the organization of self-education of university students.

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