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DEVELOPMENT

OF A CRITERIA APPARATUS FOR ASSESSING THE STUDENTS' READINESS FOR A DIALOGUE IN GENERAL AND BUSINESS SPHERE

DESARROLLO DE UN APARATO DE CRITERIOS PARA EVALUAR LA PREPARACIÓN DE LOS ESTUDIANTES PARA UN DIÁLOGO EN ESFERA GENERAL Y EMPRESARIAL

Aygul Z. Ibatova¹

E-mail: azshar2017@mail.ru

ORCID: <http://orcid.org/0000-0003-0565-8533>

¹Tyumen Industrial University. Russia.

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ABSTRACT

The article deals with the methodology for developing the criteria apparatus for determining the formation of the competence "Conducting a dialogue of a general and business character in a foreign language" (UK.4.) according to the Federal State Educational Standard 3++). An analysis of pedagogical, methodological and linguistic literature by the author is aimed at clarification of theoretical and practical significance, the degree of novelty of the results obtained is the selection of criteria-based tools for the formation of competence. The results obtained during the study were applied in the development of a curriculum and a set of assessment tools for the discipline "The English Language" at Tyumen Industrial University.

Keywords:

English proficiency, criteria apparatus, business sphere.

RESUMEN

El artículo trata sobre la metodología para desarrollar el aparato de criterios para determinar la formación de la competencia "Realizar un diálogo de carácter general y comercial en un idioma extranjero" (Reino Unido.4.) de acuerdo con el Estándar Educativo del Estado Federal 3 ++) Un análisis de la literatura pedagógica, metodológica y lingüística por parte del autor tiene como objetivo aclarar la importancia teórica y práctica, el grado de novedad de los resultados obtenidos: selección de herramientas basadas en criterios para la formación de competencias. Los resultados obtenidos durante el estudio se aplicaron en el desarrollo de un plan de estudios y un conjunto de herramientas de evaluación para la disciplina "El idioma inglés" en la Universidad Industrial de Tyumen.

Palabras clave:

Competencia en inglés, aparato de criterios, esfera empresarial.

INTRODUCTION

When determining the levels of formation of components of students' readiness to conduct a dialogue of a general and business nature in a foreign language, it is necessary to analyze, first of all, the requirements for the State educational standard for students of technical specialties. So, in the State Standard 3 ++ for students of the specialty 21.03.01 "Oil and Gas Business", according to the curriculum for the discipline "Foreign Language", the main competencies formed are the formation of business communication skills in oral and written forms in the state language of the Russian Federation and a foreign language (UK-4).

In order to form this competency, students need to master the following skills:

- Grammar skills, providing general communication without distortion of meaning in written and oral communication; basic grammatical phenomena characteristic of professional speech;
- the concept of formal business, the main features of the scientific style;
- culture and traditions of the countries of the studied language, the rules of speech etiquette (Ilyin, et al, 2018);
- the use of dialogical and monological speech using the most common and relatively simple lexicon-grammatical means in the main communicative situations of informal and official communication, the basics of public speech (oral communication, report);
- understanding of dialogical and monologue speech in the field of everyday and professional communication, the ability to read and translate simple pragmatic texts and texts on a wide and narrow profile of the specialty;
- possession of the main types of speech works: annotation, abstract, theses, messages, private and business letters, biography.

Therefore, based on the goals and requirements of the State Standard when teaching a foreign language, it is necessary to note the communicative-oriented and professionally-oriented nature of training. The main goal of the course is the acquisition by students of non-linguistic specialties of communicative readiness, the level of which allows the use of a foreign language in the professional field.

Formation of students' readiness to conduct a dialogue of a general and business character in a foreign language

is a complex, multi-aspect phenomenon, the determination of the effectiveness of which is associated with the identification of the degree of compliance of the achieved results with the set goal. Since the goal of this system is to increase the degree of formation of this readiness of students, the problem of characterizing changes in relations and the content of the structural elements of this concept arises. And this, in turn, requires the identification of criteria and indicators to determine the degree of formation of the level of readiness of students to conduct a dialogue of a general and business character of students in a foreign language.

The purpose of the study is to identify criteria and indicators, to assess the level of student's readiness to conduct a dialogue of a general and business character of students in a foreign language.

METHODOLOGY

In the reference literature, the criterion is considered as "the ability to distinguish, a means of judgment, a measure) - a sign, a basis, a decision rule for evaluating something for compliance with the requirements (measure)" (Polonsky, 2004).

We single out the criteria for the formation of a general and business dialogue in a foreign language.

Many scholars identify different criteria for the formation of this concept, we, in turn, specified the concept on the basis of the analysis of psychological and pedagogical literature and defined the conduct of a dialogue of a general and business character in a foreign language as a form of speech activity in which the development of a linguistic personality takes place subject to a favorable psychological interaction of subjects of communication with a representative of a different culture, taking into account their cultural characteristics in the process of professional activity.

We consider the readiness of students to conduct a dialogue of a general and business character in a foreign language within the framework of communicative readiness.

As criteria for the formation of a specialist's communicative readiness, scientists note the following: the presence of developed skills in constructive and effective contact interaction with people and the professional environment; professional communication with employees and managers; the personality's speech culture, formed at a sufficient level, the culture of professional thinking, as well as the development of sociability and goodwill, etc.

Galskova & Gez (2004), refers to the criteria for the formation of students' readiness for intercultural communication:

developing the ability and willingness to participate in the dialogue of cultures, developing the ability to use the language in all its manifestations.

The most fully expressed and described the formation of communicative readiness by J. Sheisle, who calls the following criteria of communicative readiness of communication in a foreign language: 1) knowledge of vocabulary units and grammatical rules that transform lexical units into a meaningful statement (linguistic component); 2) the developed ability to choose and use adequate language forms and means depending on the purpose and situation of communication, on the social roles of the participants in communication, i.e. from who is the communication partner (sociolinguistic component); 3) a developed ability to understand various types of communicative statements, as well as to build holistic, coherent and logical statements of different functional styles (article, letter, essay, etc.); involves the choice of linguistic tools depending on the type of utterance (discursive component); 4) mastery of verbal and non-verbal means that a person resorts to in case communication has not taken place; such means may be a repeated reading of a phrase and re-asking of an incomprehensible sentence, as well as gestures, facial expressions, the use of various objects (strategic component); 5) knowledge of the cultural characteristics of native speakers, their habits, traditions, norms of behavior, etiquette and the ability to understand and adequately use them in the process of communication, while remaining a carrier of another culture; the formation of socio-cultural knowledge involves the integration of personality in the system of world and national cultures (sociocultural component); 6) the ability and desire to interact with others, the presence of self-confidence and self-reliance for communication, as well as the ability to help others maintain communication, put themselves in their place, and the ability to cope with situations that arise in the process of misunderstanding of communication partners (social component) (Kolesnikova & Dolgin, 2001).

In addition, an analysis of the scientific literature (Alekseenko, 2009; Ippolitova, Knyazeva & Savova, 2014) gave reason to highlight such personality characteristics (qualities) necessary for a successful dialogue in a foreign language as: sociability.

In the psychology of communication, sociability is seen as “the ability to communicate, to establish connections, contacts, which manifests itself in the ability to establish contacts, the ability to constructive and mutually enriching communication with other people” (Mermann, 2007).

RESULTS

For our study, it is important that sociability can only develop in the course of direct interaction with other people, that in the process of training students of a technical university to form a willingness to conduct dialogue, positive changes of this quality will also be based on improving such a personality characteristic as sociability .

Given the structure of the concept of “conducting a dialogue of a general and business character in a foreign language”, its component composition and based on the above studies, we have identified criteria for assessing the levels of students’ readiness to conduct a dialogue of a general and business character in a foreign language, corresponding to its components:

1. Personal criterion (characterizes the degree of formation of professional interest, sociability to the dialogue of a general and business character in a foreign language).
2. Cognitive criterion (characterizes the knowledge necessary when conducting a dialogue in a foreign language, namely: basic grammatical structures, common, cultural and business vocabulary, as well as speech clichés necessary for communication of a general and business nature; features of verbal and non-verbal communication in depending on the socio-cultural context of communication).
3. Organizational and activity criterion (characterizes the degree of proficiency in general and business dialogue skills in a foreign language, namely: communication skills, taking into account linguistic, communicative and speech norms, features of intercultural communication in oral and written forms).

Each of the criteria has its own set of indicators.

An indicator is a quantitative and qualitative characteristic of an object, i.e. a measure of the formation of a particular criterion (Belkin & Tkachenko, 2005).

The results of analytical work with scientific literature show that the issue of indicators of determining the readiness formation is solved by each science (psychology, pedagogy, methodology) taking into account the specifics of the research area.

Synthesizing the data obtained in the process of studying theoretical sources, we determined the following indicators.

As indicators of the cognitive aspect: strength, completeness, systematic and meaningful knowledge (Kossakovsky, 1981); on the activity aspect: independence and adequacy of the speech strategy of the goal and tasks of communication (Alekseenko, 2009).

The problem of determining the level of formation of skills and identifying their main indicators in the psychological and pedagogical literature, linguo-didactics is presented by different scientists.

In the reference literature, the term "level" is defined as "an indicator of magnitude, the degree of development of something".

E.V. Klimkina identifies three levels of formation of students' speech activity - low (reproductive), medium (adaptive), high (creative) (Ushakova & Okhvat, 2008).

When solving the problem under consideration, in order to increase the objectivity and accuracy of evaluating the dialogue in the foreign language of future specialists, as well as taking into account the point-rating system adopted at the Tyumen Industrial University, we offer four levels of its formation: low, lower than average, medium, high. In our opinion, this approach is most accurately able to assess the level of students' readiness to conduct dialogue in a foreign language (Table 1).

Table 1. The readiness of students for dialogue in a foreign language of a general and business nature.

Criterios	Indicadores	Niveles de preparación para el diálogo de carácter general y empresarial			
		Alto	Medio	Bajo	Muy bajo
Cognitive	1. The strength of knowledge. 2. The completeness of knowledge. 1. Systematic knowledge. 2. The meaningfulness of knowledge.	The student has complete, systemic, meaningful knowledge necessary for the implementation of a dialogue in a foreign language.	The student has a fairly strong, meaningful knowledge necessary when conducting a dialogue in a foreign language.	The student has individual knowledge necessary for the implementation of a dialogue in a foreign language.	The student does not possess the knowledge necessary when conducting a dialogue in a foreign language.
Organizational activity	1. Independence. 1. The adequacy of the speech strategy for the goals and objectives of communication	The student is independent and adequately chooses speech strategies for the goals and objectives of communication	The student shows sufficient independence and adequacy in the choice of speech strategies for the goals and objectives of communication	The student shows independence and adequacy in the choice of speech strategies for the goals and objectives of communication with the help of a teacher	The student does not show independence and adequacy in the choice of speech strategies for the goals and objectives of communication
Personal	Communicative quality, professional interest	Student possesses Communicative quality, shows professional interest	Student possesses sufficient communicative quality, shows professional interest	Student does not possess communicative quality, does not show professional interest, acts according to the model, with the help of the teacher	Student does not possess communicative quality, does not show professional interest

CONCLUSIONS

The evaluation of the effectiveness of the process of forming students' readiness to conduct a dialogue of a general and business character in a foreign language was carried out on the basis of correlation of its result with the goal. Criteria for the effectiveness of the process of formation of the studied readiness are such characteristics as knowledge, skills, motives, interest in conducting a dialogue of a general and business character in a foreign language, which is due to the structure of the concept of "readiness". The characteristic of this readiness of students

was carried out on the basis of a tiered approach, in which zero, low, medium and high levels of the studied readiness were identified. The results obtained during the study were applied in the development of a work program, a set of assessment tools for the discipline "Foreign Language" at Tyumen Industrial University with positive impacts in the performance of students in the language.

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