

## KNOWLEDGE, ABILITIES AND SKILLS IN THE ASPECT OF PERSONAL-ACTIVITY APPROACH OF TEACHING A FOREIGN LANGUAGE

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**Abstract.** *The article examines the role of knowledge, skills and abilities in teaching a foreign language at a technical university. The role of each of the components is analyzed on the example of solving the problem of forming the communicative foreign language competence of future engineers. The author comes to the conclusion that the relationship of knowledge, skills and abilities determines the need to choose a personal-activity approach in the development of foreign language competence at non-linguistic faculties of higher educational institutions.*

**Keywords:** *knowledge, abilities, skills, foreign language, training, personality-activity approach.*

As we have already mentioned in the previous works, the contemporary educational standard implies the requirement that a foreign language can be widely applied in the field of both every day and professional communications [2, p. 82], [3, p. 5]. Studying of correlation of concepts "knowledge", "abilities" and "skills" arouses research interest in the aspect of formation of contemporary algorithm of teaching a foreign language and the forms of its implementation.

Knowledge is an essential component of a foreign language learning content. Knowledge as a component of the content of teaching foreign languages includes linguistic knowledge, i.e. knowledge of language material and rules that are necessary for the implementation of creative speech skills, namely, syntactic, semantic and logical rules. For example, in the correctly syntactically and semantically formulated sentence "*Birds swim deep*", the logical rule is violated. The concept of "knowledge" in teaching a foreign language also includes concepts of the methods and techniques of speech activity (speech knowledge), the lexical background of foreign words and phraseological units, national realities as regional and linguistic-cultural knowledge, as well as knowledge of a thematic nature. It is generally assumed that individual words are stored in foreign language learners' mental lexicons in the form of po-

tentially complex networks of associational links [1, p. 197].

A skill is defined as the optimal quality level of performing an action or operation. A skill can be *linguistic*, if the means of forming thought and constructing speech utterances are brought to perfection (automated), and *speech*, if the methods of forming and formulating thoughts are automated. The main criteria for the formation of a skill are:

- 1) the correctness and quality of performance of actions and operations;
- 2) the optimal speed of the action and its individual components operations;
- 3) lack of focus of consciousness on the form of performing the action;
- 4) lack of tension and fatigue;
- 5) exclusion of intermediate operations (for example, internal pronunciation when writing);

6) stability as the quality and time of the action must remain unchanged in the conditions of complication (up to a certain limit) of the activity, of which they are an integral part.

Skill includes both conscious and automatized components. The actions of only the operational aspect of the activity: the lexical, grammatical and phonetic design of thought can be worked out to the level of skill. So, for example, the ability to compose a statement on the topic "Building materials" (the level of creative skill) includes the skills of grammatical, lexical and phonetic design, that is, the

level of perfection of actions that are based on the automatism of the operations included in them – choice, transformation, combination, etc. Each of the actions of the operational aspect at the beginning of teaching a foreign language is formed purposefully, in the context of the student's learning activity. Then the trained speech action is transferred to the level of the operation, being included in a more complex speech action, acting as a way of its implementation.

Skill is an automated component of conscious creative activity. Automation is considered to be a result of the repetition of the same action or operation. Thus, the role of speech practice in the formation of speech skills should be emphasized. The following types of speech skills are distinguished: phonetic, lexical, grammatical, writing skills. If the concept of "skill" correlates with action and operation and determines a sufficiently high level of their performance, then the concept of "ability" can be correlated with activity in general. A student develops speech ability with the assimilation of speech units and the rules for their use, which is formed and improved under the influence of speech communication. This ability is a speech competence.

Communication and speech competence is of a creative nature, since the conditions of communication are not completely repeated, and each time a person has to select the necessary language means and use the appropriate speech skills. Therefore, the techniques of teaching speech abilities should be different from the techniques of teaching speech skills. Developing a speech skill means ensuring that the learner makes up and implements the statement correctly. But for a full-fledged communication, it is necessary that we be able to use speech skills in order to independently express our thoughts, intentions, and experiences. It is necessary that the student be able to vary the choice and combination of speech operations depending on for what purpose, in what situation, with which interlocutor the communication takes place. When a student has mastered these actions at a sufficiently good level, it can be concluded that he has formed the corresponding communicative-speech skill.

Speech competence as an integral system includes four subsystems that make it up: lexical, grammatical, pronunciation and semantic. Every subsystem contains a complex of interrelated skills and private skills, as well as the corresponding images-representations, including images-standards. Speech competence at the level of activity is a creative speech competence – a specifically human ability to express thought through language. This ability is based on knowledge of linguistic means, ways of forming and formulating thoughts, action programs, primary skills.

The main characteristics of the ability are awareness, independence, dynamism, productivity. The mastery of speech activity at the level of competence is possible due to the person's possession of the relevant skills and abilities. Speech skills are the mastery of different types of speech activity as a means of communication with varying degrees of perfection (speech competence). In a higher education institution the real level of proficiency is of an increased communicative level. Speech skills are considered to be automated aspect (phonetic, grammatical, lexical, spelling) components of communication skills. The physiological basis of a speech skill is a dynamic speech stereotype that is created in the process of communicative speech training. In a higher educational system mastery of speech skills (language competence) is possible at an increased level. This means, that students can make inaccuracies and mistakes in speaking and writing, which should not interfere with communication and understanding of the text.

Thus, language knowledge alone cannot be put forward as the main task of teaching a foreign language. The direct method considered the path of learning a foreign language as analogous to the path of mastering the native language. The basis of this direction is imitation. The main task is to provide as many role models as possible and make them massive. Currently, in solving the issue of the role of linguistic knowledge in the creation of foreign language speech skills, it is generally accepted that it is expedient to combine the conscious and imitative paths. The intuitiveness of language skills in the absence of a language environment should be comple-

mented by accurate and deep knowledge of a practical nature. A purely practical way can be effective at the initial stage of learning, in early learning. The older the students are than the more difficult the material they must master, the more important is the assimilation of knowledge and the conscious mastery of skills. The listed characteristics determine the specifics of the personality-activity approach to teaching a foreign language, namely, as

teaching speech activity in a foreign language. This specificity consists, firstly, in taking into account the motivational-need-sphere of the student – the subject of educational activity; secondly, the formation of the entire structure of speech activity; thirdly, taking into account the psychological content of speech activity, including its subject, means, method, product and result.

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### ЗНАНИЯ, УМЕНИЯ И НАВЫКИ В АСПЕКТЕ ЛИЧНОСТНО-ДЕЯТЕЛЬНОСТНОГО ПОДХОДА В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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***Аннотация.** В статье представлен анализ роли знаний, умений и навыков при обучении иностранному языку в техническом вузе. Анализируется роль каждого из компонентов на примере решения задачи формирования коммуникативной компетенции у будущих инженеров. Автор приходит к выводу о том, что взаимосвязь знаний, умений и навыков определяет необходимость выбора личностно-деятельностного подхода в развитии иноязычной компетенции на неязыковых факультетах высших учебных заведений.*

***Ключевые слова:** знания, умения, навыки, иностранный язык, обучение, личностно-деятельностный подход.*