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**SUBSTANTIVE ASPECT OF THE STRATEGY FOR LINGUISTIC COMPETENCE FORMATION
IN ELEMENTARY SCHOOL**

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Abstract

This article discusses the components in the basis of the developed linguodidactic model of foreign language competence, which should be formed by elementary school students when learning a foreign language. These components form the substantive basis of the strategy for linguistic competence formation in elementary school. They are highlighted in relation to the following aspects: 1) instrumental and productive (language knowledge, language and speech skills and abilities); 2) cognitive-compensatory (language abilities); 3) reflective (mechanisms of language reflection); 4) affective (attitude to the student's activities); 5) personal (communicative and personal qualities of the student); 6) activity oriented (educational skills when mastering a language).

Keywords

Linguistic competence – Language knowledge – Skills – Abilities – Language reflection

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Introduction

According to the requirements of the Federal State Educational Standard for elementary schools, teaching a foreign language should include the formation of not only language skills (phonetic, lexical, and grammatical), but also of universal educational activities that allow elementary school students to master a foreign language on their own. In this regard, in order to achieve greater efficiency in the process of mastering linguistic competence by elementary school students, a linguodidactic model of linguistic competence is developed. The content in the basis of its components, which determines a sufficient amount of language knowledge, skills, abilities, mechanisms of language reflection, attitude to one's activities, communicative and personal qualities of students, as well as educational skills based on them, is examined in detail. Moreover, the main components of linguistic competence are language knowledge, language skills, and speech skills and abilities, since the level of linguistic and communicative competencies directly depends on the degree of their formation. Additional components reflecting three directions of universal educational actions (subject, personal, and metasubject) include language abilities, mechanisms of language reflection, attitude to one's activities, communicative and personal qualities, and educational skills.

Linguodidactic model of linguistic competence

The components of linguistic competence identified during the study make its linguodidactic model, which forms the substantive aspect of the strategy for the formation of linguistic competence in elementary school students, which is presented in the following scheme (Figure 1).

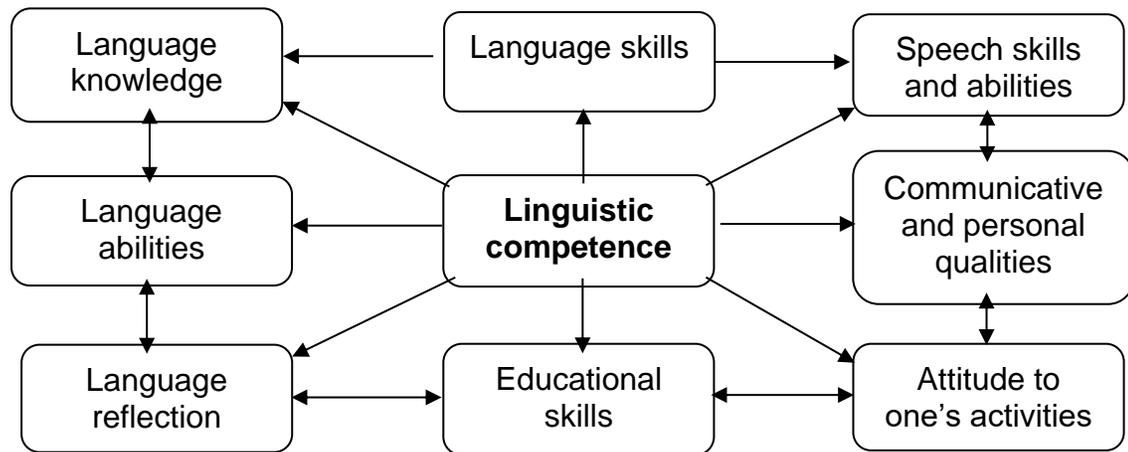


Figure 1
Linguodidactic model of linguistic competence

Now, we examine the content of the components in the basis of the linguodidactic model of linguistic competence in more detail.

First, we touch on the characterization of language knowledge, which is defined in the psychology of teaching foreign languages as a system of information and ideas about the language under study, stored in the student's memory and obtained as a result of their cognitive activity and comprehension of their subject experience. According to B. V. Beliaev, teaching a foreign language should begin with the acquisition of knowledge of a

language, as this allows students to understand the features of a foreign language and contribute to faster automation of their speech skills¹. In the framework of the formation of linguistic competence of elementary school students, language knowledge is highlighted in the following directions: 1) on the nature and significance of linguistic competence for mastering a foreign language; 2) on grammatical categories and methods of its expression in the native and foreign languages; 3) on the norms of the language under study; 4) on the rules of rhythmic and intonational, graphic, lexical and grammatical, and syntactic design of statements (phrases, super-phrasal unities, discourse); 5) on strategies for performing various forms and types of language and conditional speech exercises; 6) on strategies for independent mastery and assimilation of language material².

Thus, language knowledge is an important component in the structure of linguistic competence, because it makes mastering by elementary school students of language and speech skills, as well as language abilities in a foreign language, quick and easy.

Now, we turn to the consideration of the main component in the structure of linguistic competence – language skills, which include phonetic, lexical, and grammatical skills, as well as speech skills and abilities formed on their basis.

According to I. A. Zimniaia, the formation of the skill occurs as a result of the purposeful formation of each of the speech actions at the beginning of learning a foreign language, although the student may not be fully aware of this purpose³. Thus, the language material first passes through the level of actual awareness, called by scientists the stage of primary skill. Then, individual educational activities with language material are included in the chain of actions and while losing their own goal they acquire one common goal and become a tool to achieve it. These actions are turned into operations and are automated already in the process of speech activity itself.

The objective indicators of the formation of a skill, or the criteria for its development are:

a) external criteria: 1) the speed of individual operations or their sequence (not lower than the speed of their execution in their native language), 2) the correctness and quality of language and speech skills of design statements (accuracy);

b) internal criteria: 1) absence of tension and quick fatigue, 2) lack of focus of consciousness in the form of the action, 3) loss of intermediate operations, i.e. reduced action⁴.

In the course of the study, a list of language and speech skills was determined, which elementary school students should form, including:

I. Language skills:

¹ B. V. Beliaev, *Psikhologicheskie osnovy usvoeniia leksiki inostrannogo iasyka* (Moscow: Prosveshchenie, 1964).

² T. P. Oglusdina, "Realisatsiia strategii formirovaniia iasykovoii kompetentsii u mladshikh shkolnikov v obuchenii inostrannomu iasyku", *Pedagogicheskoe obrasovanie v Rossii*, num 2 (2016): 183-188.

³ I. A. Zimniaia, *Psikhologicheskie aspekty obucheniia govoreniu na inostrannom iasyke* (Moscow: Prosveshchenie, 1985).

⁴ I. A. Zimniaia, *Psikhologicheskie aspekty obucheniia govoreniu...*

a) Phonological skills:

1) the skill of perception and understanding of words, phrases, super-phrasal unities, and discourse;

2) the ability to correctly pronounce words, phrases, super-phrasal unities, and discourse;

3) the skill of correct rhythmic and intonational design of statements.

b) Orthoepic skills:

1) the spelling skill;

2) the skill of correlating punctuation marks with the division and intonation design of a discourse;

3) the skill of using a dictionary.

c) Orthographic skills:

1) the skill of perception and understanding (decoding) of graphic information;

2) the skill of graphic writing (coding) of information;

3) the skill of the correct use of punctuation marks, conventional signs, and symbols.

d) Semantic skills:

1) the skill of using the mechanisms of synonymy and antonymy;

2) the skill of an appropriate combination of words and the use of correspondences when translating from one's own language into a foreign one and vice versa.

e) Lexical skills:

1) the skill of recognizing lexical units in the text;

2) the skill of correct and appropriate use of vocabulary in the process of oral and written communication;

3) the skill of using a dictionary.

f) Grammar skills:

1) the skill of recognizing grammatical phenomena in the text;

2) the word-formation skill;

3) the skill of correct use of grammatical constructions and models in the oral and written communication;

4) the skill of the correct syntactic design of statements.

II. Speech skills:

1) the ability to recognize language phenomena in the text (by ear or by reading);

2) the ability to correctly design sentences, super-phrasal unities, and discourses in written and oral communication, taking into account the norms of the foreign language and the context of communication⁵.

Language and speech skills are inextricably linked with another component in the structure of linguistic competence – language abilities – because they predetermine the successful formation of each other. Language abilities are one of the factors ensuring the success of the formation of linguistic competence, because the success of the formation of skills in a foreign language depends on the degree of their formation.

According to B. V. Beliaev, language abilities are the sum of an individual's knowledge of a language obtained as a result of summarizing speech acts of communication and functioning in the form of representations of a language, helping to regulate the correctness of speech⁶.

Based on the data of the study, the following types of language abilities are determined that characterize the increased level of language proficiency (language giftedness):

1) Language observation.

This ability can be considered as recognition by students of language phenomena using the mechanisms of association and analogy.

2) The ability to generalize the results of observation in the form of verbal and schematized rules and language algorithms (rules of phonetic, lexical, grammatical, and syntactic design of a statement).

This ability is realized with the use of the generalization mechanism, which allows to divide language units and to formulate the rules for its operation. Due to the generalization, automation of the action takes place, which, according to I. A. Galperin⁷ leads to the fact that the situation is no longer distinguished but recognized and the course of this action is controlled "by feeling". The process of reproducing, understanding, and preserving the learned material should be carried out by students consciously in a system of specially organized classes.

3) Language conjecture (intuition).

⁵ T. P. Oglusdina, Realisatsiya strategii formirovaniia iasykovoi kompetentsii...

⁶ B. V. Beliaev, Psikhologicheskie osnovy usvoeniia leksiki...

⁷ P.Ia. Galperin, Psikhologiiia myshleniia i uchenie o poetapnom formirovanii umstvennykh deistvii. In: Issledovanie myshleniia v sovetskoii psikhologii (Moscow: Nauka, 1966).

Language conjecture is defined as an ability to vaguely conscious, intuitive generalizations based on cues and the speed of operations. To create the conditions for the development of language conjecture, it is necessary to accumulate a large amount of knowledge (speech experience), a peculiar readiness of this knowledge for action and an ability to solve new, nonstandard tasks.

The development of the above abilities will allow elementary school students to have more general abilities – language thinking and sense of language. Language thinking is closely related to internal and external speech. Foreign language thinking is realized in the semantic content, which is realized in the perception of speech and speech making. Foreign language thinking determines the process of forming skills in four types of speech activity. The ability for foreign language thinking, according to B. V. Beliaev, is the dominant ability, which determines the practical mastery of a foreign language at a high level; it depends on the level of development of memory, general mental giftedness, and intelligence⁸.

The sense of language is the ability to intuitively and directly operate with foreign language means, within the framework of which, the morphemic channel of perception is activated. This channel allows to analyze an unfamiliar word and evaluate its lexical and grammatical meaning, as well as anticipate and prevent possible spelling difficulties when writing it. It is formed under the influence of speech experience, while the psychological mechanisms of thinking, attention, and memory are involved⁹.

Thus, language abilities play an important role in the structure of linguistic competence, directly determining the success of the formation of language and speech skills and abilities in a foreign language. Therefore, one should pay attention to their development in the process of forming foreign language competence in elementary school.

Within the framework of personality-oriented learning of a foreign language, the educational process should be accompanied by its reflexive awareness by the subjects of education. The latter includes awareness not only of the results of education but also of the methods of activity, knowledge, skills, abilities, and attitudes towards them, as well as types of interaction with group members¹⁰. Therefore, language reflection is the next component in the structure of the linguistic competence of elementary school students.

At the present stage, reflection is interpreted as the process of individual comprehending of activity as an observer, by realizing which, they analyze its schemes and rules. It is also considered as a way of gaining new knowledge through analysis and generalization, as well as the process of the student's turning to the basics of their own action. In the latter case, reflection can be interpreted as an ability that is formed in the student in the process of their development.

Among these features of language reflection, the most important one for learning in elementary school is the development of the student's mechanism of language self-control. The skills of control and assessment of speech behavior that form the basis of language self-control are the basis for the development of metalinguistic competence and

⁸ B. V. Beliaev, Ocherki po psikhologii obuchenia inostrannym iasykam...

⁹ B. V. Beliaev, Ocherki po psikhologii obuchenia inostrannym iasykam...

¹⁰ A. V. Hutorskoi, "Tekhnokogiia proektirovaniia kluchevykh i predmetnykh kompetentsii", Internet-zhurnal "Eidos", num 4 (2005): 61-64. Available at: <http://www.eidos.ru/journal/2005/1212.htm>.

metacognitive activity of the student in a language under study. The mechanism of language self-control is realized in the student's ability to independently recognize, control, and, if necessary, correct their/another's speech behavior in the process of indirect (reading, listening) and direct (speaking, writing) language use, as well as assessment/self-assessment by students of the results of the mastery of language material and, in general, linguistic competence. To summarize, in the framework of the study, a definition of the concept of language self-control is presented. It means the ability to analyze (be aware) of one's/another's speech behavior, to correct it in order to avoid possible communicative failures in communication, and to assess the level of knowledge of language material and, in general, linguistic competence in a language under study¹¹.

An equally important component of the structurally substantive characteristics of linguistic competence is the attitude to one's activities and their motives. In this case, the motivation of activity in the process of mastering linguistic competence is formed by the elementary school student as a result of the dynamics of internal cognitive motives, the activation of external social motives, and the convergence of internal and external motivation. It should be noted that according to the data of social psychologists for modern students seeking education, the most characteristic social motivation is the so-called motivation for success, the desire to achieve success in a socially innovative society¹². In this regard, the following orientations are included in the content of the attitude to one's activities component, which should be followed in the process of mastering by elementary school students of linguistic competence in a foreign language:

- 1) Orientation to a tolerant attitude to language differences, the culture of the native country and the country of a language under study;
- 2) Orientation to the implementation of successful communicative and cognitive activities, including with representatives of a foreign language culture;
- 3) Orientation to analysis, synthesis, and generalization of the system of the studied language in order to consciously master it;
- 4) Orientation to the detection and analysis of language difficulties that complicate the process of communication;
- 5) Orientation to independently find and correct language errors that make communication difficult;
- 6) Orientation to independent acquaintance, training, and use of language material for the purpose of its assimilation and use;
- 7) Orientation to mastering strong language knowledge, skills, and abilities, providing progress in the study of a foreign language (i.e., increasing the level of linguistic competence)¹³.

¹¹ T. P. Oglusdina, Realisatsiya strategii formirovaniia iasykovoi kompetentsii...

¹² N. F. Koriakovtseva, Sovremennaiia metodika organizatsii samostoiatelnoi raboty izuchaushshikh inostrannyi iasyk (Moscow: ARKTI, 2002).

¹³ T. P. Oglusdina, Realisatsiya strategii formirovaniia iasykovoi kompetentsii...

The next component included in the structure of linguistic competence, which can be considered as a result of the process of formation of linguistic competence among elementary school students, is the communicative and personal qualities of students. In accordance with the concept of the Federal State Educational Standard for elementary schools, the purpose of education is not an objective, but a personal result, since the focus is on the learner's personality and the changes that occur with it and not the amount of knowledge acquired during elementary school education. In this regard, the process of forming linguistic competence in a foreign language should contribute to the development of important personal and psychological qualities of elementary school students, cognitive functions of the psyche, positive character traits, and abilities for cooperation. Therefore, the following personal qualities are determined that should be formed by an elementary school student: 1) psychological: adaptability, ability to reflection, intuition, attention, thinking, memory, imagination, will, emotionality; 2) cognitive: abstract language thinking, discrete language thinking, language horizons, philological thinking; 3) personal: perseverance, diligence, accuracy, independence, motivation, sociability, activity, ability to cooperate, tolerance, curiosity (openness to new), intellectuality, creativity, self-confidence, socialization.

As another important aspect of the formation of linguistic competence among students, as the basis of communicative competence, the development of directly communicative characteristics (qualities) of elementary school students in a foreign language should be examined. In specially organized exercises, articulation, intonation, language normativity, grammatical correctness, and speech speed are trained in accordance with the communicative task and the communication situation. The communicative characteristics of students, which are based on the sufficient development of linguistic competence in a foreign language, are:

1) quantitative characteristics: phonemic speech, smoothness and rhythm of speech, fluency of speech, language normativity, grammatical correctness, a variety of language tools, duration of speech;

2) qualitative characteristics: communicative, informative, connected and logical speech, situational, reactivity.

The last component in the structure of linguistic competence in accordance with the requirements of the Federal State Educational Standard is educational skills that are formed in the process of mastering the previously considered components of linguistic competence. In accordance with the concept of the Federal State Educational Standard, the educational process should be aimed at developing the independence and cognitive activity of elementary school students when learning a foreign language. These qualities are formed on the basis of the mastery by elementary school students of educational skills implemented in the context of universal educational actions¹⁴. The term "universal educational actions" implies the ability to learn, or the ability of the student to self-development and self-improvement through the independent assimilation of new knowledge and formation of skills, including the organization of this process¹⁵. Cognitive activity and independence show in the ability to carry out cognitive activities, set goals, and plan activities for the acquisition of a foreign language, as well as carry out self-

¹⁴ N. F. Koriakovtseva, *Sovremennaiia metodika organizatsii samostoiatelnoi...*

¹⁵ *Federalnyi gosudarstvennyi obradovatelnyi standart nachalnogo obshchego obradovaniia* (Moscow: Prosveshchenie, 2017).

assessment of the results of their activities, optimally solve educational and cognitive tasks, etc. since mastering linguistic competence is a multiaspect process, which involves the formation of not only knowledge, abilities, and skills of foreign speech, but also skills that involve mastering by students of effective ways and strategies for acquisition of these components of linguistic competence.

Based on the conditions of the Federal State Standard, the educational skills formed in elementary school students should provide them with mastering the skills of independent work on the language. Therefore, as part of the developed strategy, the formation of educational skills by elementary school students is carried out in the process of mastering all other components of linguistic competence – language knowledge, language and speech skills and abilities, language abilities, mechanisms of language reflection, attitude to one's activities, and communicative and personal qualities.

The process of formation of educational skills is a long one because many of these skills are formed and improved during the training of children at all stages of middle school. Therefore, elementary school plays an important role in mastering learning skills, as it lays the foundation for the further development of students' independence.

Conclusion

Thus, the content of the process of forming linguistic competence in elementary school students includes the components of the linguodidactic model of linguistic competence discussed above – language knowledge, language and speech skills and abilities, language abilities, language reflection mechanisms, attitude to one's activities, communicative and personal qualities, and educational skills. These components in the structure of linguistic competence are distinguished in accordance with the views of scientists at the present stage of development of the methodology of teaching foreign languages and the conditions of the Federal State Educational Standard for Foreign Languages for elementary schools.

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