




Desarrollo de las competencias básicas de los estudiantes en el aprendizaje de lenguas extranjeras a través de métodos interactivos


Development of students' basic competencies in foreign language learning through interactive methods

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Resumen

El objetivo del estudio fue sistematizar la experiencia mundial de comprensión del proceso de formación de competencias en el aprendizaje de una lengua extranjera utilizando métodos interactivos. Para ello, se realizó una evaluación objetiva de las competencias básicas a través de métodos interactivos. Los métodos y técnicas de adquisición de las competencias básicas requeridas que se han utilizado eficazmente en el proceso educativo se elaboraron como parte del desarrollo profesional y personal de los futuros especialistas. Se utilizó el método analítico-sintético, por medio de una encuesta; asimismo, se utilizó un método de modelado situacional; análisis cualitativo y cuantitativo; interpretación empírica estadística y matemática; y un análisis funcional de los resultados de la investigación. A partir de un análisis teórico de un problema científico, se desarrolló un modelo objetivo y subjetivo para diagnosticar el nivel de formación de competencias básicas de los estudiantes. El primer grupo de encuestados tenía un nivel suficiente de competencias básicas (364,1 puntos), que es del 73,8%. El segmento intelectual y creativo mostró la tasa más alta en la estructura de competencias - 75,1%. El segundo grupo de encuestados

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no lingüísticos mostró un nivel algo similar de Competencias Básicas (369,9 puntos = 75,8%), sin embargo, mostró una debilidad relativa del segmento socioemocional (53,5%). Se pueden realizar más investigaciones para identificar y desarrollar métodos de investigación para muchas competencias, teniendo en cuenta las características de edad de los estudiantes.

Palabras clave: competencias, lengua extranjera, lingüística, aprendizaje, desarrollo profesional.

Abstract

The aim of the study was to systematize the world experience of understanding the process of forming competencies in learning a foreign language using interactive methods. The methods and techniques of gaining the required basic competencies, used effectively in the educational process, were developed as part of future specialists' professional and personal development. The following methods were used: analytical-synthetic, testing, survey; methods of situational modeling and functional analysis of research results; qualitative and quantitative analysis; empirical statistical and mathematical interpretation methods. Based on a theoretical analysis of the scientific problem, there was developed an objective and subjective model for diagnosing the level of formation of students' basic competencies. The first group of respondents had a sufficient level of basic competencies (364.1 points), which is 73.8%. The intellectual and creative segment showed the highest rate in the structure of competencies — 75.1%. The second group of non-linguistic respondents showed a somewhat similar level of basic competencies (369.9 points = 75.8%) but relative weakness in the socio-emotional segment (53.5%). Further research can be focused on identifying and developing research methods for competencies, based on the age characteristics of students.

Keywords: Keywords: skills, foreign language, linguistics, learning, professional development.

Introduction

The concept of “competence” is conceived as an uncountable ability to do something satisfactorily or effectively. It is important to pay attention to an essential difference between the concepts of “competence” and “competency”, which are sometimes mixed up. Competency is identified with a range of problematic issues in which the employee is knowledgeable, and competence is defined as the result of acquiring a set of competencies and includes personal characteristics (initiative, creativity, responsibility, etc.) Competency is acquired in the process of mastering various competencies. As for foreign language communicative competency, it can be acquired by mastering such competencies as speaking, writing, listening, grammar, etc. (Black et al., 2013).

The concept of “competence” is formed by such notions as expertise and adequacy; while the concept of competency — by expertise, scope, and terms of reference that will be further be interpreted in the study. In the sphere of modern higher professional education, a student cannot be

a passive recipient of knowledge who is in the listener's position only. It is noteworthy that there is an intersection in this plane with the definitions of hard skills and soft skills, known since the 1960s of the 20th century. Conditionally, hard and soft (flexible) skills ensure the realization of both professional and universal competencies. Hard skills include a certain level of foreign language proficiency, while soft (flexible) skills involve sociability, kindness, and communicability (Webster-Deakin, 2019). This approach applies to English, Chinese, and many other languages. It is characterized by interactive teaching methods, which are used in both traditional and innovative learning processes. The innovativeness of the process is largely ensured in distance learning, which is of great interest to many researchers (WikiJob, 2021). Interactive methods (such as interactive conversations and dialogues) allow students to develop both hard skills and soft skills, to improve the level of knowledge and to gain communication experience (Alderson, 2005).

Interactive learning methods are an integral part of modern innovative technologies. There is an assumption that such training allows for solving several problems at once: develops communicative abilities and skills and promotes the establishment of emotional contacts. It also provides an educational component, as it stimulates teamwork and allows listening to colleagues' opinions. Group work is of great importance in the development of foreign language communicative competence, as students can form and develop the necessary communication skills only through interpersonal interaction (Norris et al., 2017). The linguistic meaning of the word "interactive" can be found in many foreign dictionaries, which explain the concept of interactivity, interactive as interaction, or the one who interacts and influences the others. Universal skills form the basis for the expansion of personal and professional competencies, such as creativity, intellectual development, critical thinking, sociability, ability to work in a team. Interactive methods can involve both online and offline forms of work, which makes them indispensable when learning a foreign language (Kushmar & Kolot, 2019).

In light of the preceding background, the study aims to arrange the world experience in understanding the process of forming competencies in foreign language learning through interactive methods. The aim involves the following objectives of the study: first, compare the level of basic competencies in second-year students studying a foreign language in the professional field; second, arrange and differentiate between close but not identical definitions of hard skills, soft skills, and basic competences which go beyond the standard list; finally, to identify a certain

correlation between the interactive methods used in modern linguistic practice and the competencies in the course of their application. The latter is known to serve the student's personal and professional development.

It is worth mentioning that some foreign authors revealed the specifics of the use of certain interactive methods in foreign language teaching, such as the project method (Drinka, 2018; Nargis & Armelia, 2018), brainstorming (Melnyk & Pypenko, 2017), tandem (Pomino & Salom, 2016), cooperative learning (Melnyk, 2017) and others. According to scientific research, there is an assumption that the method of simulations and the method of web quests have not been studied carefully and require further investigation.

The study by Yee (2019) summarizes and classifies 289 interactive methods of in-class, distance, and online learning: pair and group work, using social networks, mobile and tablet devices, game technology, students' presentations; brainstorming, interactive chat interaction, etc. The main aspects of teaching business English to non-linguistic students were considered in the research of Dido (2015). Blended learning of English using an interactive platform was considered in the scientific works of Sabat (2020), and Kushmar and Kolot (2019). Distance and blended learning have been established as a current requirement, becoming especially relevant in the context of cultural and educational transformations in Ukraine and the world. The model of blended learning consists of three main components that function in a constant relationship: 1) face-to-face learning, 2) self-study learning, and 3) online collaborative learning, which is currently one of the newest blended learning tools (Kushmar & Kolot, 2019; Norris et al., 2017). Distance and blended learning require students' motivation, flexibility, mobility, critical thinking, and self-organization, as well as teachers' approach to each student (King, 2016; Northouse, 2016). We do not try to contrast interactive and traditional methods. It is important to identify the benefits of the interactive method and emphasize its effectiveness in enhancing the creative thinking, analytical and argumentative abilities of students in foreign language learning.

Methods

Design

The study was conducted in several stages to fulfil the set objectives. The first stage of the research involved the development of an algorithm that will facilitate the diagnostics of ways to form the basic competencies in students of linguistic majors. The analysis of the process and ways of

developing students' competencies in learning foreign languages through interactive methods ensured the fulfilment of the following research objectives:

In first place, Assess the impact of various modern interactive methods on the implementation of the educational process in foreign language learning as well as its quality and effectiveness under standard conditions and the conditions of blended and distance learning, taking into account the conceptual positions of higher education standards.

Secondly, to assess the status and ways of developing basic competencies in students of linguistic and non-linguistic HEIs in an interactive context in two areas: first, as an objective method of identifying basic competencies in students learning foreign languages; second, as an analysis of respondents' self-reflection on their choice of interactive methods.

Thirdly, Confirm or refute assumptions about the relationship between the objective level of basic competencies and critical self-assessment of students' achievements; also, this involves to find out whether there is a correlation between the manifestation of acquired basic competencies in students of linguistic majors and the quality of their education represented by academic performance.

Fourthly, to prove a rational model referring to its relationship and synergy, balanced interaction. Substantiate the didactic need for the use of certain scientific tools, arranging the scientific techniques, approaches, and methods on the "background" of student-centeredness, digitalization, new educational strategy, and the need for lifelong learning; finally, offer new approaches in the choice of universal interactive methods, taking into account the world experience.

Participants

The research was carried out at the Faculty of Foreign Philology of the Kamyanets-Podilsky National Ivan Ohienko University; at the English Language Department for Marine Engineers of Kherson State Maritime Academy. Two student groups (two second-year academic groups) were involved into the research. The total number of respondents was 162 people. The group of students of a linguistic major consisted of 34 second-year students; the group of students majoring in Marine Engineering consisted of 28 second-year students. Corrective research in the field of Chinese philology was carried out at the Department of The Far East and Southeast Asia Languages and Literature; Educational and Scientific Institute of Philology of the Taras Shevchenko National University of Kyiv.

Instruments

Google Forms software was used for collection the information, necessary for the survey. Data entry and processing were performed using Microsoft Excel and SPSS Statistics 17.0 programs. All data, presented in the research, is given in absolute (number of choice of answers) and relative (% of the number of respondents) values.

Data collection

The research algorithm presented in the author’s diagnostic model is developed as a result of the insight-based analysis. Tables 1, and 2 present the basic competencies that have been identified, which are indispensable both in the learning process and in everyday life.

Table 1

Students’ basic competencies required for foreign language learning

Personal level	Knowledge and understanding of the subject area, and future professional activity.
	Time planning and management. Communication in the state language and a foreign language, both oral and written.
Interperson al level	Information and communication technology skills.
	Ability to work independently; act on ethical grounds
Synergetic level	Ability to work in a team.
	Interpersonal skills.
	The motivation of people and movement towards a common goal.
	Communication with representatives of other professional groups.
	Appreciation and respect for diversity and multiculturalism.
	Learn and acquire current knowledge.
	Adapt and act in a new situation. Generate new ideas (creativity).
	Identify, pose and solve problems.
	Develop and manage projects.
	Show initiative and entrepreneurial spirit.
	Act socially responsibly and consciously.
	Realize equal opportunities and gender issues.

Source: Authors’ development

The methodology applies to the entire system of basic competencies that are developed and manifested in the subjects’ algorithm of actions and are subject to the external evaluation process. The subjects of the experiment were involved in all its stages to obtain reliable results.

Table 2*Segmentation of students' basic competencies according to the research algorithm*

Competences, segments	List and content
Intellectual and creative segment	knowledge and understanding of the subject area, future professional activity; ability to communicate in state and foreign languages, both orally and in writing; constantly learn and acquire current knowledge; generalize innovation, and creative ideas and implement them; the ability to identify, pose and solve problems.
Socio-emotional segment	positive attitude; ability to act socially responsibly and consciously; be tolerant and balanced; be aware of equal opportunities and gender issues; promote the expansion of social contacts; demonstration of conscious civic position; appreciation and respect for diversity and multiculturalism; emotional intelligence
Team performance segment	ability to work in a team, to help others in development; interpersonal skills; ability to motivate people and move towards a common goal; communicate effectively with representatives of other professional groups of different levels
Communicative segment	skills of using information and communication technologies; appropriate level of communication in a native and foreign language(s); ability to use verbal and nonverbal support according to a certain communicative situation; ability to work with communicative strategies, to understand the main goals and objectives.
Ability to solve problem situations	speed of decision-making; ability to adapt and act in a new situation; result orientation; ability to identify and solve problems; develop and manage projects; show ingenuity and entrepreneurial spirit.

Source: Authors' development

The research algorithm is provided in Tables 1, and 2. Table 3 shows the assessment of the students' basic competencies in learning foreign languages through interactive methods. This is a diagnostic technique that aims to promote the fullest possible detection of the objective level of students'/respondents' basic competencies in the interactive context of foreign language learning in groups of linguistic and professional training. Also, using the results of the assessment of each student/respondent, arrange information and reduce it to the summary of the results within individual groups of the second year of studying, which differ in the use of foreign languages in terms of the major (linguistic and non-linguistic majors).

Table 3

Methods for determining the features of the development of students' basic competencies in foreign language learning through interactive methods

Differentiation of the context	Basic competencies, segments	Diagnostic methods	Points
1. Segmentation of students' basic competencies	Intellectual and creative segment	Academic performance (100 points (ECTS average annual rating) + Test “ The role and place of information technology in the development of cognitive functions ” (Appendix A) (50 points)	150
	Socio-emotional segment	Participation in student self-government, youth movements, and other public activities	100
	Communicative segment	Test “ Communication and digitalization ” (Appendix B)	100
	Team performance segment	Case method (problem lesson) “Words of wisdom” (Appendix C)	100
2. Commitment to the choice of interactive content	How well do you know interactive methods applied in the process of acquiring basic competencies?	Test + Question+ Storytelling (Appendix D)	50
Total score	150+100+100+100+50= 500 points ≤ 300 – low level of basic competencies 301-350 – medium level of basic competencies 351-400 – sufficient level of basic competencies 401-450 – quite high level of basic competencies 451-500 – high level of basic competencies		

* Test assignments are identical for both groups of students.

The applied methodology also assumes that in the context of the presented research it is necessary and extremely important to obtain the students'/respondents' views on their vision of the level of basic competencies. The features of the proposed technique are summarized in Table 4. The test offered to the respondents was an adaptation of reflection methods (Kaptsov & Kolesnikova, 2014). The methodology was based on the use of a list of situations that reflect the inclination of respondents to reflect on what is happening in life, to reflect on their actions and the actions of others. The theoretical construct proposed by the authors considered reflection as an integrative mental reality, existing in three modes: reflectivity as a property, reflection in its procedural status, and reflection as a special mental state.

The method also considered the three main types of reflection, which are distinguished by the so-called “temporary” principle: situational (actual), retrospective, and prospective reflection. The tendency of the subjects to reflect on interpersonal situations was also measured separately. Therefore, four scales were arranged: “situational reflection”, “retrospective reflection”, “prospective reflection” and “communicative reflection”. The sum of scores on these scales formed an integral indicator of “personality reflexivity level”, which described the overall degree of development of personality reflexivity. The questionnaire consisted of 17 items, the answers to which were formed on a 7-point Likert scale.

Table 4

The structure of the self-reflection technique in terms of the assessment of students' basic competencies and their dependence on interactive methods in foreign language learning

Structure of self-reflection the technique	Closed-ended tests	Detailed questions	Storytelling
	1	2	3
Content	16 questions	10 questions	“Lifelong learning trend and self-competence”*
Presentation/Resource		(Appendix D)	

*Students' works were coded.

Source: Authors' development

The results reflect the personal plane of reflection and are interesting to use to reveal the interaction and interdependence of developing basic competencies through several interactive methods in the educational process of students of linguistic majors. The study involved special research methods to fulfil the objectives and obtain objective results, which include: data collection and processing, testing, survey, scientific modelling, statistical and mathematical methods, interactive methods, case studies, graphic methods, etc.

Ethical criteria

The design of the study is based on the principles of respect for the individual, gender equality, anti-discrimination on all grounds, validity, professionalism, and consistency of conclusions. All stages of the pedagogical experiment correspond to the generally accepted academic ethical principles of research work. All respondents were warned about the need to answer testing questions honestly. The respondents had previously agreed to the processing of personal data and

the publication of research results in scientific papers. The article uses reliable research methods and data processing tools. All respondents provided informed consent.

Results

In first place, results of diagnostics of basic competencies in students of a linguistic major in the course of foreign language learning through interactive methods were to be placed. The application of the developed diagnostic methodology to second-year students of a linguistic major ensured the obtaining of certain averages that reflect the level of basic competencies, considering interactive methods in the study of foreign languages (Table 5).

Table 5

Application of diagnostic methods for identifying basic competencies in learning foreign languages through interactive methods (Group 1 of respondents, students of a linguistic major)

Item No.	Basic competencies	Number of points	%
1. Segmentation of students' basic competencies			
1.	Intellectual and creative segment	112.7	75.1%
2.	Socio-emotional segment	66.5	66.5%
3.	Communicative segment	73.7	73.7%
4.	Team performance segment	68.5	68.5%
2. Inclination to choose interactive content			
5.	How well do you know interactive methods in the process of acquiring basic competencies?	42.7	85.4%
Total		364.1	73.8%
Verbal assessment (Basic Competencies)		<i>Sufficient level</i>	

Source: Authors' development

Accordingly, the application of the methodology to the second-year students from the group of linguists showed a generally positive result. The verbal assessment reflected a sufficient level, which is better than the medium level, however, may have growth prospects. The socio-emotional segment was the weakest among the studied segments, which is explained by a certain "immaturity" of respondents in many aspects of social activities. The level of the intellectual and creative segment turned out to be lower than expected, which is due to the lack of certain special language competencies.

In the second year of study, not all respondents have an established attitude to learning motivation; language theory has a long process of transformation into language practice. In our opinion, a communication segment may become the "growth point" in the future. The issue of

distribution of students/respondents of the first group according to the levels of basic competencies requires attention.

Table 6

Application of diagnostic methods for identifying basic competencies in learning foreign languages through interactive methods (Group 1 of respondents, students of a linguistic major)

Item No.	Levels of basic competencies	Score, range	Number of students/respondents	% of the number of respondents in the group
1.	Low	≤ 300	5	14.7%
2.	Medium	301-350	13	38.2%
3.	Sufficient	351-400	10	29.4%
4.	Quite high	401-450	4	11.8%
5.	High	451-500	2	5.9%
	Total	500	34	100

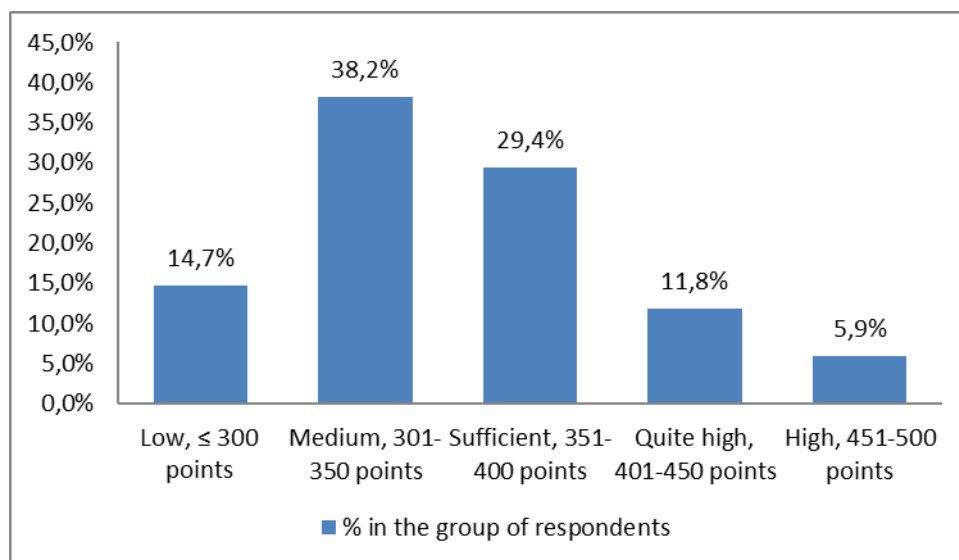


Figure 1. Distribution of students/respondents by levels of basic competencies (Group I group, 2nd year, students of a linguistic major)

The visualization makes it clear that most students/respondents got to the left of the chart as a result of the distribution. In particular, there were 18 people with low and medium levels of competencies, which is 52.9% of the total number of respondents in the group. Accordingly, slightly less than half of the respondents (16 people, 47.1%) had medium, quite high, and high levels of basic competencies. The extreme points of the chart show that the number of people with a low level of basic competencies is 2.9 times higher than those with a high level. In our opinion, the basic competencies of the intellectual and creative segment should become the “growth points”.

To fully understand the features and stages of the development of basic competencies in students of a linguistic major, we partially represent the model of the self-reflection technique.

Table 7

Application of the self-reflection model in the assessment of students' basic competencies and their dependence on interactive methods in foreign language learning

Item No.	Questions	Yes		No	
		Stud./resp.	%	Stud./resp.	%
1.	Do you have important basic competencies?	29	85.3%	5	14.7%
2.	Is it important for you to develop emotional intelligence?	15	44.1%	19	55.9%
3.	Do you consider the knowledge of foreign languages as your value guideline?	31	91.2%	3	8.8%
4.	Have acquired soft skills?	18	53.0%	16	47.0%
5.	Do you understand the difference between "communication" and "communicative" skills?	29	46.3%	5	53.7%
6.	Do you recognize the possibility of lifelong learning as a necessity?	16	38.9%	18	61.1%
7.	Do you tolerate equal rights and opportunities in language education?	29	85.3%	5	14.7%
8.	Did you show leadership character traits while studying in a group?	12	35.3%	22	64.7%
9.	Do you have your civil position?	31	91.2%	3	8.8%
10.	Do you have the ability to solve complex interpersonal problems?	12	35.3%	22	64.7%
11.	Do you use your time rationally?	16	47.1%	18	52.9%
12.	Have you been satisfied with your life so far?	28	82.4%	6	7.6%
13.	Do you need a variety of interactive methods in the process of learning languages?	30	88.2%	4	11.8%
14.	Is it enough to use only the case method, discussion, webinar, tests, smart method, and platforms?	15	44.1%	19	55.9%
15.	Do you recognize the correlation between acquired competencies and interactive methods?	28	82.4%	6	17.6%
16.	Do you recognize blended and distance learning as the highest technical level of the new concept of education?	32	94.0%	2	6.0%
17.	Is cooperative learning relevant for you?	19	56.0%	15	44.0%

According to the results of self-reflection, the respondents' overestimation of basic

competencies is almost doubled compared to the results of the objective assessment methodology: 85% against 46% of the actual ones. Students were almost equally divided due to the questions concerning emotional intelligence: surprisingly, soft skills, lifelong learning, rational use of time, the need to use only certain interactive methods, and the need for cooperative learning. At the same time, we paid attention to the positive marker in the understanding and perception of interactive methods in general (88.2%), and their unconditional correlation with the acquired basic competencies (82.4%). The respondents answered positively to mixed and distance learning (94.0%), as it allows to rationally redistribute time in terms of learning-work-leisure.

In second place, results of the diagnostics of basic competencies of students majoring in Marine Engineering when learning foreign languages through interactive methods (in non-linguistic HEIs) were to be placed. The diagnostic methods applied in Group II of students/respondents allowed identifying the average indicators of the basic competencies (Table 8).

Table 8

The results of the application of the self-reflection model in the assessment of students' basic competencies and their dependence on interactive methods in foreign language learning

Item No.	Basic competencies	Number of points	%
1. Segmentation of students' basic competencies			
1.	Intellectual and creative segment	114.7	76,0%
2.	Socio-emotional segment	53.5	53,5%
3.	Communicative segment	79.2	79,2%
4.	Team performance segment	74.5	74,5%
2. Inclination to choose interactive content			
5.	How well do you know interactive methods in the process of acquiring basic competencies?	48.0	96,0%
Total		369,9	75.8%
Verbal assessment (Basic Competencies)		<i>Sufficient level</i>	

The identical diagnostic model was used for the students/respondents of Group II (students of non-linguistic HEIs), which allowed assessing the collective average level of basic competencies as sufficient. Accordingly, the level of basic competencies is in the range of 351-400 points, which allows striving for its growth. There are no significant differences from the objective indicators of the previous group. However, the intellectual and creative segment has a slightly higher score, which can be justified by the orientation of students in the field of "exact" knowledge, which is

reflected in the rest of the cognitive questions.

There is a noticeable decrease in the socio-emotional segment, which may mean a careful adjustment to the process of acquiring knowledge with “inhibition of emotions”. The communication segment (79.2%) demonstrates the seriousness of intentions to learn foreign languages through the benefits of digitalization. It should also be noted that Group II is gender-unbalanced, as there are only male students (unlike the previous one, where only 26% were male students). This aspect was not studied in the work, and therefore is not relevant to its results; it may be a subject of a separate research. We paid attention to the distribution of students/respondents of Group II by the levels of basic competencies (Table 9).

Table 9

Distribution of students/respondents by levels of basic competencies (Group II of students majoring in Marine Engineering)

Item No.	Levels of basic competencies	Score, range	Number of students/respondents	% of the number of respondents in the group
1.	Low	≤ 300	4	14.3%
2.	Medium	301-350	11	39.3%
3.	Sufficient	351-400	9	32.1%
4.	Quite high	401-450	3	10.7%
5.	High	451-500	1	3.6%
	Total	500	28	100

To ensure maximum objectivity of the study, the use of systems, and structural analysis, we considered it necessary to generalize the data obtained. We used the diagnostic method of self-reflection and applied it to students/respondents of Group II (Table 10).

Table 10

Application of the self-reflection model in the assessment of students acquired basic competencies and their dependence on interactive methods in foreign language learning

Item No.	Questions	Yes		No	
		Stud./resp.	%	Stud./resp.	%
1.	Do you have important basic competencies?	20	71.4%	8	28.6%
2.	Is it important for you to develop emotional intelligence?	11	39.3%	17	60.7%
3.	Do you consider the knowledge of foreign languages as your value guideline?	15	53.6%	13	56.4%
4.	Have acquired soft skills?	20	71.4%	8	28.6%
5.	Do you understand the difference between “communication” and “communicative” skills?	22	78.6%	6	21.4%
6.	Do you recognize the possibility of lifelong learning as a necessity?	3	10.7%	25	89.3%
7.	Do you tolerate equal rights and opportunities in language education?	22	78.6%	6	21.4%
8.	Did you show leadership character traits while studying in a group?	20	71.4%	8	28.6%
9.	Do you have your civil position?	28	100.0%	-	-
10.	Do you have the ability to solve complex interpersonal problems?	20	71.4%	8	28.6%
11.	Do you use your time rationally?	16	57.1%	12	42.9%
12.	Have you been satisfied with your life so far?	24	85.7%	4	24.3%
13.	Do you need a variety of interactive methods in the process of learning languages?	22	78.6%	6	21.4%
14.	Is it enough to use only the case method, discussion, webinar, tests, smart method, and platforms?	24	85.7%	4	24.3%
15.	Do you recognize the correlation between acquired competencies and interactive methods?	16	57.1%	12	42.9%
16.	Do you recognize blended and distance learning as the highest technical level of the new concept of education?	28	100.0%	-	-
17.	Is cooperative learning relevant for you?	19	67.9%	9	32.1%

The results of the self-reflection method allowed correlating the results of respondents' objective and subjective assessment of the level of basic competencies. The level of discrepancy between the respondents due to the two methods showed a gap of more than 13%. The answers were more resonant in a self-reflective method. Unlike the previous group, the model of self-reflection demonstrated a coordinated 100% unity in the issues related to the existing civic position and blended and distance learning. This indicates a higher level of age and socio-communicative maturity. A feature of future professional demand usually makes such an imprint on the team of respondents. The students need linguistic skills as a factor of additional professional confidence, and not for linguistic communication. The noticeable collective categoricity is of some concern

because they are not interested in the category of emotional intelligence. A pleasant result of the observation was the fact that respondents were aware of basic competencies and soft skills.

The issue of rational allocation of time is a matter of concern, with was approved by 47.1% of respondents in Group I and 57.1% in Group II. The respondents of a non-linguistic major overbalanced, which may be explained by the attitude to certain types of work and the acquisition of professional skills focused on increased accuracy. According to most indicators, the trends of both groups of respondents are balanced. At the same time, we must recognize that the linguistic culture associated with the knowledge of foreign languages among student youth has the resource for growth in both linguistic and non-linguistic HEIs.

Below are the Comparison of the results of diagnostics of the level of students' basic competencies in foreign language learning through interactive methods for both groups of respondents. To better understand the studied processes and the results of both groups of respondents, we will compare them according to the basic objective diagnostic method (see Figure 2).

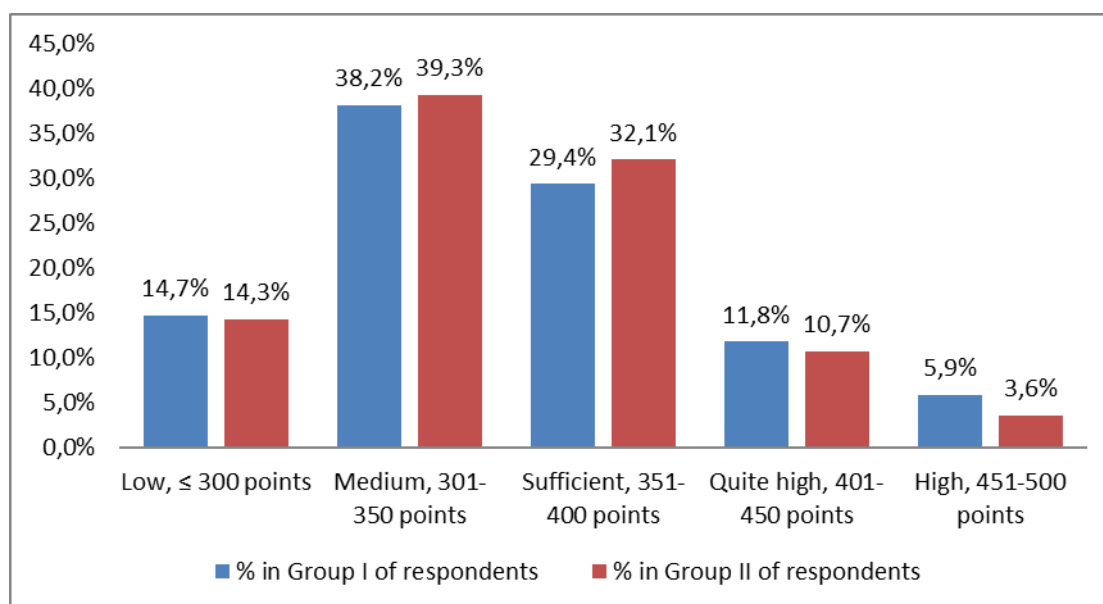


Figure 2. Comparison of the results of basic competencies of students/respondents of both study groups

So, generally positive trends were identified as a result of the application of the objective diagnostic method. A significant percentage of respondents with medium and sufficient levels of

basic competencies were identified in both groups. In general, there was a slight statistical gap in the levels of basic competencies of respondents from both groups (students of a linguistic major and students majoring in Marine Engineering). However, a relatively small number of respondents had quite high and high levels of basic competencies in both groups (17.7% in Group I and 14.3% in Group II) indicating the importance of their further “growth”. The specialized linguistic environment created opportunities for acquiring basic competencies in conjunction with the interactive component in this study more effectively.

Tactics of further adaptation of actions of teaching staff, teachers of linguistic subjects for consistent support and development of students’ basic competencies in foreign language learning through interactive methods are the following part. In this case, the theoretical and empirical parts of the study revealed interesting insights, which were obtained by analysing the answers to the questions, in particular, using the self-reflection method. The analysis of answers and arranged results of objective research of the state of the competence sphere and basic competencies in foreign language learning in students proved the efficiency of various interactive methods. At the same time, the surveyed groups had “growth points” that should be taken into account shortly, as they can improve the educational and linguistic environment and strengthen the basic competencies.

Discussion

The modern educational process, of course, should be aimed at acquiring professional competencies by students. The digital world dictates new conditions: educational information must not only be useful, but also in line with current trends. The research was conducted to identify development patterns of students’ foreign language competencies. The results of this research were obtained based on the applied methodology for determining the objective level of students’ basic competencies. At the same time, the analysis of the method of self-reflection applied to both groups of respondents provided coverage of certain personal and interpersonal aspects of interaction in the educational environment. In the other context, the role of communicative (language) competencies allows a person to act using specific language tools in defining (OECD, 2018; Webster-Deakin, 2019).

The language environment promotes the development of communication skills and is implemented in the development of linguistic, sociolinguistic, and pragmatic competencies.

However, such a plane of consideration of competencies requires additional consideration of the linguistic specifics of individual languages, for example, Chinese. Such research was carried out at the Department of The Far East and Southeast Asia Languages and Literature of the Taras Shevchenko National University of Kyiv. The experience of developing competencies in the English-speaking linguistic environment is known and confirmed (Isaieva, 2017; Pidgeon, 2017). An example is the module of the Communication and Language Teaching program in the last year (UAS) at the School of Culture, Languages and Local History in the UK (Webster-Deakin, 2019; World Health Organization, 1997). The module enables graduate linguists to apply their knowledge in teaching. An additional opportunity is created to test one's language skills and competencies in the real context, as well as an opportunity to increase one's self-esteem and competitiveness in the work environment in the future.

For the other hand, interactive technologies for learning foreign languages are a holistic and integrative system of the learning process, which provides the most rational use of selected interactive methods for the objectives of learning. The selection is based on the principles of communicativeness, the expediency of implementation, and complementarity of interactive methods, techniques, tools, and forms of language learning to achieve a pre-planned (desired) learning outcome (Scheerens et al., 2020; Seijts & Gandz, 2018; Wang & Winstead, 2016). It is worth noting that a large number of different teaching methods and technologies are used in modern pedagogical activities. The method of simulations and the method of web quests remain insufficiently studied in research and practice. Meanwhile, the results of foreign experimental research indicate a fairly high level of effectiveness of these interactive methods in teaching foreign languages to students.

In this sense, the student is not only a passive recipient of knowledge but is constantly in the listener's position (Sabat, 2020; Shek et al., 2018). A student actively participates in the lecture and receives maximum knowledge (Ndetei et al., 2019; Sturm et al., 2017). As a result, the information obtained is remembered longer (Kushmar & Kolot, 2019; The Economist Intelligence Unit, 2018). Recent research confirms that online learning not only helps students learn new material easily but also memorize it for a long period (Cambridge Dictionary, 2019). Digital literacy skills are perceived as a development that should be an integral part of in-service training programs (Hauck & Kurek, 2017; WikiJob, 2021), and should already meet the requirements of future stakeholders. Nickolaeva & Sopova (2015) studied the fundamentals of modern methods of

teaching foreign languages. They reveal the purpose, objectives, principles, content, forms, and methods of teaching students in future foreign language activities. Nickolaeva and Sopova (2015) believe that learning English is a complex, multifaceted process that requires regular and creative activity. According to Scheerens et al. (2020), the importance of interactivity is that it provides educational dialogue, flexibility in the structure of knowledge representation, and autonomy of educational activities.

The research results are theoretically significant, as they expand and deepen the knowledge about the development of foreign language competencies in students of higher educational institutions. The results of the study can be used in further research, aimed at improving professional training of students. The practical significance of the research is proven by the possibility to use the results of this study for students' professional training in the sphere of intercultural and interpersonal professional communication.

The main limitations of the study are the difficulty of identifying the results of the study due to the limited number of students, the use of modern multimedia technologies, and the adequacy of the methods used for the research objectives, taking into account the needs of modern education. It was difficult to test the research materials in the real educational process because of the quarantine restrictions imposed by the COVID-19 pandemic.

Conclusions

An important aspect of building students' competitiveness in the context of creative educational strategies is the acquiring of universal skills, soft skills, and basic competencies. The conducted research allowed us to achieve the goals, fulfil the research objectives, and answer the set questions. The results of the study allowed to systematize the world experience of understanding the process of formation of competencies in foreign language teaching with the help of interactive methods. In general, the majority of students demonstrated the medium and sufficient level of basic competencies quite confidently, which testified to the usefulness and effectiveness of the interactive methods applied.

The study is useful because of the practical significance of the results (e.g., in the case of the Chinese Philology). Also, 2/3 of students specialized in Chinese (the Institute of Philology of the Taras Shevchenko National University of Kyiv). An interesting prospect of scientific research may be the analysis of the level of basic competencies in respondent students of different age

groups. Promising further research can be initiated in the field of identifying universal and professionally-oriented tactics for the development of competencies in other activities in the educational process of the HEIs. The experience of corrective research in the field of Chinese philology, taking into account the age and linguistic characteristics of the respondents, can also be of great use.

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