

# QUALITY MANAGEMENT IN FORMING LINGUISTIC COMPETENCE: ONE APPROACH TO INCREASING EFFICIENCY

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*All requirements of this International  
Standard are generic and are intended  
to be applicable to all organizations,  
regardless of type, size and product  
provided.*

ISO 9001:2015-09

The issue of quality management in language education can be considered of top-priority importance because the research has shown the basic skills necessary for the global businesses in 2030: critical thinking, creativity, collaboration and communication. It signals of the urgent necessity of transformation in training linguists – from acquiring language knowledge and competences to acquiring the ability of being more flexible and adaptive in applying this knowledge and competences.

Thus, the importance is based on a number of relevant factors:

1) The change in the paradigm of contemporary linguistic education requires to take into account the competence model of professional training on the basis of the requirements of the Law on Education in Ukraine the teaching-learning results are skills, abilities, knowledge, means of thinking, values which can be identified, planned, assessed and measured [1].

2) ISO 9001:2015-12 stresses that in accordance with the requirements of this International Standard any organization “shall

a) identify the processes needed for the quality management system and their application throughout the organization,

b) determine the sequence and interaction of these processes,

c) determine criteria and methods needed to ensure that both the operation and control of these processes are effective,

d) ensure the availability of resources and information necessary to support the operation and monitoring of these processes,

e) monitor, measure and analyse these processes, and

f) implement actions necessary to achieve planned results and continual improvement of these processes” [2].

3) It was also manifested by the Common European Framework of Reference for Languages: Learning, Teaching, Assessment [3].

4) Enhancing the role of self-study in educational process: according to credit-module system, a considerable part of educational materials has to be learned by

students outside classroom, though, unfortunately, there has not been developed the justified system of continuous education and self-study.

Therefore one of the aspects of quality in linguistic education is integrating theoretical language and speech knowledge (phonetics, grammar, lexicology, syntax, text linguistics, semantics, derivatology, lexicography; communicative linguistics, stylistics, discourse linguistics etc.) with definite spheres of practical activities which imply a number of applied linguistic sciences (corpus linguistics, computer linguistics, sociolinguistics, psycholinguistics, term studies etc.). Thus applied linguistics appears to be an integrating specialty which is focused on studying and developing the methods of optimizing language functions, their being many and varied: optimization of language cognitive function (e.g. computer lexicography), optimization of communicative function (e.g. coding/decoding, language teaching communicative technologies), optimization of epistemic function (e.g. computer lexicography).

When it comes to efficiency in linguistic education, it is necessary to prepare students for what happens outside the classroom environment instruction because students who receive explicit instructions through the awareness-raising tasks develop an enhanced ability to participate appropriately and increase their chances of communication and career success.

Efficiency can be achieved at the expense of integrating a number of teaching components. We would like to illustrate some examples related to potentialities in modernizing the structure and content of linguistic education.

Among the 21<sup>st</sup> century methodological predictions concerning language education there are as follows:

- Learner/teacher collaboration: matchmaking techniques to link learners' and teachers matchmaking techniques.
- Method synergistics: crossbreeding elements of various methods.
- Content-based instruction: focusing on obtaining specific topical content applying language as an instrument.
- Multi-intelligencia based on Gardner's psychological theory.
- O-zone whole language: engaging all aspects of language study to support language learning.
- Full-frontal communicativity: engaging all aspects of human communicative capacities (verbal and non-verbal) [4].

It means the dominance of the following integration-based approaches: 1) more considerable matchmaking learning and teaching styles in the future (e.g. situational language teaching method – learner roles: imitator, memorizer; – teacher roles: context setter, error corrector); 2) a flexible combination of the existing methods for achieving positive final results; 3) content-based focus on obtaining specific topical content: intricate fusion of interesting language content and useful non-language content; 4) using Multiple Intelligences Model (H. Gardner) which presents intelligence as culture-free and which enables to combine classroom activities with the learner diversity; 5) the comprehensive view of language: language

as skills, ability, language as art, language as artifact, language as analysis, language as affect, language as activity (reading, writing, speaking, listening; literature, creative writing; history of English; problem-solving; self-awareness; communication competence); 6) as grammar and vocabulary constitute only one percent of the information in human speech, more important meaning elements in speech being rhythm, speed, pitch, intonation, hesitation, pause-fillers, facial expression.

One of the means for promoting meaningful student engagement with language and content learning is integrating disciplines and turning to more vibrant classrooms by integrating content-based instruction and project activity.

Numerous educators incorporate what they call case- or project-based instruction into their classrooms but their integration into their own curricula has been underestimated so far. We insist on maximizing the benefits of project work in linguistic classrooms because in project implementation students are actively and conscientiously engaged in perceiving a definite practical task, information gathering, processing the information obtained presenting the results on the basis of clear motivation and autonomy. Moreover, projects focus on challenging, real world subject matter and even become a source of entertainment and a break from routine classroom activities. In fact, real-life skill forming requires a combination of teacher control and feedback, on the one side, and student motivated engagement, on the other. A review of numerous studies, surveys and case-study reports on projects show that they enable to sustain the students' interest, provide for students' cooperation, integrate skills, acquire necessary experience, increase awareness, enhance critical thinking, improve social skills, intensify motivation. They can be easily adapted to a variety of academic tasks as they are thematically organized, based on coherent and meaningful materials, unity of students' motivation, interest and their ability to process necessary content-based information.

It is well-known that projects can be classified according to teacher's involvement in them (structured, semi-structured or unstructured), according to data collection techniques and sources of information (research correspondence, survey or encounter projects) or according to the ways the end-product is produced (production, performance or organizational projects). The final possible outcomes of projects maximizing their benefits comprise brochures, guidebooks, information packets, graphic displays, multimedia presentations, posters, research papers, videos, websites, written reports etc. Tasks are usually organized around mainstream class subject matter, vocational topics, sociopolitical issues or local issues.

It is known that it is applied linguistic description that is easily embedded into project work challenges because it consists of the same stages:

- defining the project statement by the contractor;
- analyzing the problem domain;
- determining the means of its description;
- presenting its model;
- verifying the results obtained (computer-aided product or experiment).

Our teaching practice provides persuasive arguments in favour of content-based and project-managed linguistic instruction. Let's illustrate this generalized conclusion with some examples.

**Table 1 – Examples of project-oriented linguistic instruction**

| No | Project Name                                                                          | Courses involved                                                                                                                                                                                                             | Aim                                                                                                                                                                                          |
|----|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Drivers vs Passengers. Communication with passengers in municipal buses (local issue) | Communicative Linguistics.<br>Mathematical Statistics.<br>Linguistics courses: theoretical grammar, lexicology, syntax, stylistics, semantic analysis.<br>Programming (compiling application programmes for self-study use). | to raise students' awareness of the communication abilities and skills of municipal drivers.                                                                                                 |
| 2  | Values VS Stereotypes (sociopolitical issue)                                          | Cognitive linguistics.<br>Mathematical statistics.<br>Content-analysis.<br>Sociolinguistics.<br>Psycholinguistics.<br>Sociology.<br>Corpus linguistics.                                                                      | to raise contemporary students' awareness of their values                                                                                                                                    |
| 3  | Real news VS fake news<br>Hybrid or information war (sociopolitical issue)            | Cognitive linguistics (content analysis, cogniting mapping techniques).<br>Political linguistics.<br>Discourse analysis<br>Semantics.                                                                                        | to raise students' awareness of the role of the language used as a weapon of distributing fake news, manipulating the conscience of people and distorting their values, aspirations, beliefs |

As we can see, the projects integrate speech act analysis of oral and written utterances, statistical analysis because it is based on statistically relevant information; language (grammar, vocabulary, syntax, text) analyses; modelling a communicator's portrait (Mykolayiv drivers, Ukrainian young people of 16-22 age group); assessing the level of the communicators efficiency and definitely, raising the students awareness of some urgent national and local problems.

### ***Conclusions:***

The challenge for the future linguistic education consists in determining the validity of integration of multi-focused knowledge for finding realistic ways in which it can provide more effective language experiences within the constraints that exist in most contemporary classes training linguists.

### ***References***

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