Development of English speaking skills in bilingual students by teaching in cooperation

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Abstract. This article examines the development of oral English-speaking speech in bilingual students and teaching conditions. Conditions in the labor market require changes in the education system. Employers expect graduates to have skills such as teamwork, stress tolerance, sociability, multitasking, and empathy. There are strict requirements for professional training, including fluency in English. It is necessary to develop basic skills of English speaking and focus on spoken language, while attracting interactive teaching methods in cooperation. This becomes a daunting task for English teachers, given that the majority of students are bilingual. For the development of English-speaking oral speech among bilingual students, such interactive pedagogical technologies as: collaborative learning, case methods, project method, role-playing and business games, debates were applied and tested, and ways of their effective use in the conditions of the university were substantiated. As it can be noted, students develop oral speech in English, as well as business skills of joint cooperation.

1 Introduction

Innovative changes in Russian education are associated with innovations in foreign language teaching methods. The introduction of state standards for general education (Federal Law on Education in the Russian Federation of December 29, 2012 No. 273-FZ (as revised on December 29, 2017), the National Doctrine of Education until 2025, Federal State Educational Standard of Higher Education) requires innovative communicative teaching technologies that will contribute to the development of English speaking skills in bilingual students, development of creative abilities, and teamwork skills. In the current system of Russian higher education, the problem of individualization is relevant. Its principle is enshrined in the law "On Education in the Russian Federation" [11]. The search for conditions for implementing individual educational trajectories has become an important area in university activities.

T. M. Kovaleva considers two concepts: "individual educational program" and "individual educational trajectory". The individual educational program is a program of educational and other activities of students, which is aimed at the development of both a personality and a professional on the basis of personal, educational, professional interests and requests. [29, p. 228]. The tutorant is a student who develops and implements an individual educational program in the conditions of training and tutor supervision. [29, p. 236]. The tutor is a teacher who observes and accompanies the process of construction and implementation of an individual educational program for students, and focuses on the individualization of the educational process.

Since the beginning of the 2021-2022 academic year, a program for implementing an individual educational trajectory in the study of foreign languages under the bachelor's program began to be realized at the North-Eastern Federal University. Its aim is to master the basic speaking skills for passing international exams. Students learn foreign languages every day for two months and thus immerse themselves in an artificial language environment.

2 Materials and methods

The relevance of the present study is due to the following contradictions:
- between the need to train competitive university graduates who have a high level of oral English speaking skills required for passing international exams;
- the need to develop a model that provides conditions for including students in the innovation process and pedagogical conditions for developing English-speaking skills in bilingual students by means of teaching in cooperation;
- new requirements and insufficient readiness of students to be subjects of their own development in the innovative educational environment. The above problem predetermined the choice of the topic "Development of English speaking skills in bilingual students by means of teaching in cooperation".

The research object is the process of developing English-speaking skills in bilingual students by means of teaching in cooperation.

The research subject is developing English speaking skills in bilingual students in collaboration.

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The purpose is to substantiate and develop pedagogical conditions for teaching in cooperation for the development of English speaking skills in bilingual students.

Based on the main goal of the study, a number of tasks should be solved:

1. To analyze interactive pedagogical teaching technologies in cooperation for the development of English speaking skills in cooperation.

2. To adapt interactive pedagogical teaching technologies in cooperation with the aim of developing English speaking skills in bilingual students.

3 Results and Discussion

Speaking skill development is one of the main goals of FL teaching. Speaking is verbal communication, the verbal process of communication using language [28, p. 60-65]. According to Smirnova, speaking is a type of speech activity that provides communication between people [8, p. 33-36]. According to Balikoeva, speaking is the process of verbal communication, based on the gradual activation of speaking mechanisms [20, p. 22-25].

According to Abaeva, there are the following types of oral speech: dialogue and monologue. The dialogue is the simplest type of oral speech, since it is a conversation conducted by interlocutors who discuss and solve problems.

The monologue is another type of spoken language in which the speaker addresses one or more listeners: story, report or message. Compared to the dialogue, monologues are more complex and require complete thoughts, stricter adherence to grammatical rules and logic. Monologue skill development in students is a difficult task for teachers [10].

Historically, the national composition of the Republic of Sakha (Yakutia) is diverse. The indigenous inhabitants - Yakuts, Evens, Evenks, Yukagirs - are bilingual, speak Russian and Yakut, or polylinguals, if they additionally speak another language - Even, Evenk or Yukagir. Many scientists have dealt with the issue of multilingualism: A. Gerlach, V. Gens, J. Carroll and others, and domestic: L.S. Vygotsky, I.A. Zimnyaya, A.A. Leontiev, L.V. Shcherba, V.N. Komissarov, R.K. Minyar-Beloruchev, M.M. Fomin, et al. Researchers considered bilingualism as knowledge of two languages, their alternate use depending on the conditions of verbal communication.

According to Legostaeva, bilingualism begins when the degree of knowledge of the second language is close enough to the degree of knowledge of the first one. In psycholinguistics, the acquisition and possession of the sequence of languages is denoted as L1 - the first language (native), and L2 - the second language (acquired). L2 can be used as the first one provided that it is dominant in the given linguistic environment. There are two types of bilingualism:

1. natural (household);
2. artificial (educational) [24].

Students of the Northeastern Federal University are mainly natural bilinguals; since their childhood they are in the linguistic environment of the Russian and Yakut languages. Under these conditions, according to M.M. Fomin, in teaching foreign languages, a linguo-comparative analysis based on the comparative method of teaching and on a comparative analysis of language systems should be important [21].

Researchers have come to the conclusion that the goal and result of teaching foreign languages is the development of a secondary linguistic personality capable of taking part in intercultural communication. According to Galskova and Gez, some of the factors that determine the success of teaching speaking are: the ability to use oral communication strategies, rely on previous speech experience in the native language, on the linguistic and discursive characteristics of texts and on the learning conditions (availability of technical teaching aids, situational conditioning and problematic nature of tasks, paired -group organization of classes in cooperation [22] Based on this, the methodological foundations of the study were the provisions and principles of personality-oriented, competence-based approaches, as well as the foundations of intercultural competence for the development of English-speaking skills in bilingual students by means of teaching in cooperation. For the development of English-speaking skills, interactive pedagogical technologies were applied and tested in teaching English: case methods, project methods, role-playing and business games, debates. As a result, students develop English speaking skills, as well as skills in business collaboration, which is an important condition for their future professional career.

Modern conditions in the labor market induce changes in the education system. Employers want graduates able to work in a team, who are stress resistant, can make contacts with the outside world, and have developed empathy. The choice of the topic "Development of English speaking skills in bilingual students by means of teaching in cooperation" is due to the need to create conditions for developing communication skills that will help students to reveal their potential and become promising workers. According to Foster and Yaoyuneyong [15], students who are well prepared for practical work and have developed cooperation skills will be able to quickly adapt to changing market conditions.

The personality-oriented approach in education is presented in the works by K. Rogers, L.S. Vygotsky, and many other prominent researchers [5, 17].

The main provisions of the competence-based approach, which determines the "competence system" development have been analyzed by Zimnya and Verbitsky [14, 3]. The competence-based approach combines communicative and activity approaches. Thus, the communicative and activity-based approaches are the basis of the competence-based approach. The task of the competence-based approach in FL teaching is the development of the communicative competence, according to Sidorova and Androsova [18].

The role of a foreign language in the development of the intercultural competence and cooperation has been

studied by Zimnyaya [14], S.G. Ter-Minasova [27] and others.

According to Bordovskaya, "pedagogical technology" is a system of teacher's actions, which has the characteristics of technology. When describing it, a project of pedagogical activity can be developed [23].

Smolkin examines various approaches to the classification of active learning methods. The classification is based on the sign of imitation of the context of professional activities, its model representation in training [2].

An innovative approach to learning means the introduction and use of pedagogical innovations. According to R.M. Shcherbakova, the goals of innovation in education are: striving for a high level of intellectual, personal and spiritual development of a student; creating conditions for mastering the skills of a scientific style of thinking; forming a stable interest in the chosen profession, as well as to an innovative initiative. Pedagogical innovations in the educational process can be: the content of educational material, technical means, pedagogical technologies, etc. [25] As for innovative learning technologies, according to V.D. Simonenko, they include: interactive technologies, project-based learning technology, computer technologies. Traditional education provides students with educational knowledge without the correlation of this knowledge to a specific professional activity, while innovative education is focused on the formation of professional knowledge and qualities in the process of mastering a certain discipline [30].

According to M.E. Breygina, innovative methods are reflected in many teaching technologies aimed at developing and improving the educational process and training specialists for professional activity in various spheres of modern society [19]. They create conditions for the formation and consolidation of professional knowledge, skills and abilities of students, contribute to the development of professional qualities of a future specialist. The use of innovative methods by teachers in the learning process helps to overcome stereotypes in teaching various disciplines, develop new approaches to professional situations, and develop students' creative abilities. Effective forms of educational work for the introduction of innovative processes into the educational process and the formation of key professional competencies of future specialists are the use of various active forms and methods of training: creating projects, preparing public speeches, debating professionally important issues, learning in cooperation, creating problem situations, preparing professionally directed videos and presentations, etc. The transition from information and explanatory training to innovative and effective is associated with the use of new information technologies, electronic textbooks, video materials in the educational process that provide free search activity, as well as interactive communication technologies, such as: collaborative learning, role-playing and business games, project activities, the result of successful practice of which will be development and personal orientation.

Foreign teachers Johnson [7], Kagan [26], Nunan [6] et al. disclosed the rationale for the effectiveness of collective activities of students and analyzed the types of educational teams and their dynamics.

Dyachenko, Liimets, Polat et al. also recognized the effectiveness of collaborative learning. Nikolaeva and Malysheva studied active teaching methods for developing teamwork skills [4]. Dyachenko believed that the educational process can become creative provided that the teacher and the student work together. Moreover, both the students can be teachers, since the desire to transmit the information received, to teach others is characteristic of any indovidual, and the knowledge gained from a fellow practitioner is assimilated more efficiently, since it is explained at a more accessible level [31].

Collaborative Learning (CL) can be defined as a set of teaching strategies that encourage students to collaborate in small groups (two to five students) in order to optimize their own learning and mutual learning. According to Baloche Lynda & Brody M. Celeste, learning in collaboration can be problematic [16]. Hassanien argues that when working together in small groups, there can be problems such as unevenly distributed tasks, poor relationships, different approaches adopted, the lack of a leader. However, there are strategic ways to improve group work [1]. It is very important [13] for teachers to perform preparatory work before the joint learning procedure, to assign roles for each member of the small group. Compliance with these conditions ensures effective teaching in cooperation to achieve the successful development of English speaking skills in bilingual students.

Thus, business games can be used to simulate various situations of intercultural communication. The following innovative teaching methods can be used: problem and game technologies, collective and group activities, simulation methods of active learning, analysis of specific situations, the project method. We use pair and group work both in face-to-face classes and on the Zoom platform whose session rooms allow you to divide the group into small subgroups or pairs. In the session rooms, students interview each other; in the common room, they transfer the information received from the interlocutor, using the rule of the third-person ending -s of the Present Simple tense - the present simple tense of the English verb. The tasks for developing speaking skills are diverse and can be designed for different levels of English proficiency according to the CEFR (Common European Framework of Reference). The following tasks can be used: interviews (in pairs), or surveys (in a small group), joint work on a common project in small groups, dialogues. Foreign researchers offer many other tasks: brainstorming, discussions, discourse, filling in gaps in a story, describing an image, comparing images. Moreover, Fayzeh Shrouf emphasizes that the oral speech skills can be developed when students work together - in pairs, or in small groups [9].

4 Conclusion

Successful development of the English speaking skills in bilingual students involves the integration of pedagogical

technologies by creating educational situations, using special tasks for teaching speaking depending on students' proficiency in English. Another important reason for choosing the collaboration technology is the requirement set by employers. The education system is undergoing changes due to the strict requirements for university graduates in the labor market. An employer needs graduates who are team workers, stress resistant, can easily make contacts with colleagues and clients. In order to teach bilingual students, the teacher must be aware that classes should include a linguo-comparative analysis based on the comparative teaching method and a comparative analysis of language systems.

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